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ABSTRACT

The Anchorage Workplace Literacy (AWL) program was designed to train adult workers who have inadequate basic skills. The "Skill Books Go to Work" model developed in a previous National Workplace Literacy Program was used and modified as needed for the job-specific environments of nine business partners. Job task analyses were done at the beginning of classes to determine the literacy skills needed in the workplace of each business partner. As a result, a curriculum was developed and modified for each workplace. Although the program goal was to teach needed literacy skills to 192 employees, these skills were actually taught to 217 employees (from the 262 who participated in assessment). The project also promoted exemplary business partnerships between AWL and Anchorage businesses. In addition to providing basic education to more than the targeted number of employees, AWL developed a model for replication with other small and intermediate-size businesses and disseminated information about the program. (Appendixes to the 40-page report contain documents from the AWL program, including the following: job task samples, recruitment materials, student assessment materials, staff development samples, dissemination activities, a third-party evaluation, the model program, and curriculum samples.) (KC)

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1 Compare Actual Accomplishments to the Objectives contained in the approved application.

Goal 1: Teach Literacy Skills Needed in the Workplace

OBJECTIVE A

Determine literacy skills needed in the workplace of each business partner.

1. Conduct job task analyses for each worksite.

The Anchorage Workplace Literacy (AWL) Program was designed to train adult workers who have inadequate basic skills. In the Anchorage area, the workforce is diverse, both in terms of ethnic and educational background and in the scope of jobs to be performed. The *Skill Books Go To Work* model developed in a previous Federal Workplace Program was used, and modified as needed, for the job-specific environments and needs of nine business partners.

Job task analyses were done at the beginning of classes and continued throughout the grant period as additional classes were added. As illustrated by the following examples, the methods for analysis varied.

Q-1 CORPORATION

Q-1 Corporation is a small business in Anchorage that contracts for large janitorial and maintenance jobs.

The supervisors receive instructions from the dispatcher at the International office. Supervisors provided AWL with a list of the names of the building, where they provide services. The dispatcher provided samples of phone conversations with supervisors. Participants also used tape recordings and samples of reports to demonstrate to the educational partner what literacy assistance they wanted.

SHERATON ANCHORAGE HOTEL

The Sheraton Anchorage Hotel has 280 employees. The Anchorage Workplace Literacy Project began there primarily to assist the housekeeping staff, and then expanded into the food and beverage and the engineering departments.

Job-task analysis was done at the start of the classes and on a continuing basis to meet the needs of the students at different proficiency levels. For example, in the 2:00 - 3:00 P.M. class, emphasis was placed on grammar and writing up job orders. In the 4:00 - 5:00 P.M. class, skills needed for successfully listening and speaking with guests were emphasized.

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GOAL I

OBJECTIVE A (continued)

CARR-GOTTSTEIN FOODS CO.

Carr Gottstein Foods Co., the largest retail chain of supermarkets in the state, has eight stores in Anchorage. Carrs promotes from within the company, so the opportunities for employees are unlimited - from courtesy carry-out to management. Job-task analyses were used from a previous Workplace Literacy grant. An additional component was developed on safety and reporting accidents at work.

THE HOTEL CAPTAIN COOK

The Hotel Captain Cook hires up to 300 new employees annually, many of whom need basic English and literacy skills. The AWL Project developed a program for new employees to learn the basic English and literacy skills required for safety.

Alan Budahl, Director of Hotel Training, met with the AWL Project Director. Two groups of employees were identified: janitorial and housekeeping. The Hotel Captain Cook Training Manual and interviews with the advanced students were used in the job-task analysis.

NATIONAL BANK OF ALASKA

National Bank of Alaska (NBA) is the largest bank in the state employing 1,212 full-time employees. NBA believes strongly in supporting the 30 communities in which they do business. Every effort is made to hire locally and promote from within the company.

The Project Director and Tutor Student Coordinator met with supervisors in the Proof Department, reviewed training tapes, toured the facility, and observed the employees on task. The curriculum developer also spent a day observing a teller for a job-task analysis.

BEST WESTERN BARRATT INN

The Barratt Inn is a hotel, independently owned and operated through Best Western International, Inc. It employs 100-110 employees year-round.

Workplace Instructor, Richard King, and Project Director, Roselynn Cacy, met with General Manager, John Payne, and Personnel Director Kerma Kenley to describe the program and determine the goals and needs of the hotel. A second meeting was held between the instructor, personnel manager, and the Housekeeping Supervisor, Phyllis LaPorte to determine the number of students interested in the program and the time and location for student assessments. Student assessments were done by Bumpy Poole, Student-Tutor Coordinator. After the assessments were completed, the proficiency of the students

was discussed with the housekeeping supervisor and the time, location and composition of the classes were agreed upon. Class rosters were published and posted prior to classes starting on 6/7/93. Class times and employee work schedules were coordinated by the housekeeping supervisor to allow maximum attendance. Employee time and attendance report procedures were coordinated with the housekeeping supervisor and completed by the instructor.

ANCHORAGE DAILY NEWS

The Anchorage Daily News (ADN) is a newspaper publishing company that produces, prints, and distributes a daily newspaper with a circulation of 80,000. The Daily News wants to give its employees, particularly those in blue-collar occupations, the opportunity to improve their reading and writing skills and thus their job promotability.

7/2/93 Lou Ann Hennig, Human Resource Director at Anchorage Daily News, met with the Project Director and the Tutor-Student Coordinator to discuss literacy skill needs at ADN. This was followed by a meeting with the distribution manager of the packaging center. Workplace staff observed the English as a Second Language employees at work and analyzed the documents relating to production.

ANCHORAGE SCHOOL DISTRICT

The Anchorage School District (ASD) is the largest in the state of Alaska. The projected population for next school year is approximately 43,000 students. Of that number, about 27 percent of the students are non-Caucasian. This percentage is projected to reach 30 percent by the year 2000. This figure is representative of the changing demographics in the Anchorage community. The District employs approximately 5,500 employees from many cultures. Approximately 2,300 of these employees are non-teaching support staff. The organization's focus has been toward educating children from many diverse ethnic backgrounds.

Workplace Instructor, Richard King, coordinated the class start-up schedule directly with the students, per instructions of the ASD Workplace Literacy Coordinator, Sue Pope. Student schedules varied throughout the year based on the school schedule. Student assessments were checked or completed by the Student-Tutor Coordinator, prior to the beginning of classes on 9/13/93.

GOAL I

OBJECTIVE A
(continued)

ALASKA CLEANERS

Alaska Cleaners is the largest laundry and dry cleaning company in Alaska.

AWL Project Director and instructors toured the laundry section of Alaska Cleaners and observed participants working.

The importance of workplace safety was emphasized. Instructors viewed safety training tapes and handbooks. With participant input, a map of the worksite was prepared indicating fire extinguishers and other safety equipment on the property.

Vocabulary, main ideas and other lessons were developed from the training tapes.

From the individual job-tasks analyses, a Master Competency Job Task List was developed with a dot chart indicating the specific tasks for each job. (See following pages)

Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Speaking/Listening Skills

	GROCERY	Bakery	Seafood / Sushi	Courtesy Clerk	Janitor	Stock Clerk	HOSPITALITY	Housekeeping	H.K. Supervisor	Chef	Food Service Host	Food Service Busser	Food Cutter	Phone-PBX Operator	Maintenance	
Expressing greetings		•	•	•	•	•		•	•	•	•	•	•	•	•	
Introducing oneself/others		•			•			•	•	•		•	•	•	•	
Giving/getting personal information		•	•	•	•			•	•	•		•	•	•	•	
Asking for clarification		•	•	•	•	•		•	•	•	•	•	•	•	•	
Asking/answering questions		•	•	•	•	•		•	•	•	•	•	•	•	•	
Expressing ability/responsibility		•	•		•	•		•	•	•	•		•	•	•	
Requesting assistance		•	•		•	•		•	•	•	•	•	•	•	•	
Following directions		•	•	•	•	•		•	•	•	•	•	•	•	•	
Understanding safety requirements		•	•	•	•	•		•	•	•	•	•	•	•	•	
Making small talk		•	•	•	•				•	•	•	•	•	•		
Giving reasons/explanations		•	•		•			•	•	•	•	•	•	•	•	
Asking for/giving advice		•	•		•			•	•	•	•		•	•	•	
Comparing/contrasting		•	•		•	•		•	•		•			•	•	
Expressing intention/needs/preferences		•			•			•	•	•	•		•	•	•	
Reporting present/past events		•			•	•		•	•			•		•	•	
Describing events/objects		•	•	•	•	•		•	•		•	•		•	•	
Asking for information		•	•		•	•		•	•	•	•	•	•	•	•	
Reporting		•			•			•	•					•	•	
Clarifying		•	•		•			•	•	•	•	•	•	•	•	
Interrupting		•			•	•			•	•	•		•	•	•	
Sequencing		•			•	•		•	•					•	•	
Expressing concern		•	•		•			•	•	•		•	•	•	•	
Describing problems		•	•		•	•		•	•	•		•	•	•	•	
Reporting successes		•	•		•			•	•	•			•	•	•	
Expressing agreement/disagreement		•						•	•			•		•	•	
Expressing emotions		•			•			•	•			•		•		
Understanding common words		•	•	•	•	•		•	•	•	•	•	•	•	•	
Recognizing and using task related words		•	•	•	•	•		•	•	•	•	•	•	•	•	
Recognizing and using acronyms, abbreviations and task related codes		•	•	•	•	•		•	•	•	•	•	•	•	•	
Expressing likes/dislikes		•			•			•	•	•		•	•	•		
Dealing with numbers		•	•		•	•		•	•	•	•	•	•	•	•	
Identifying places		•	•	•	•	•		•	•		•	•		•		
Verifying		•	•	•	•	•		•	•		•	•		•	•	
Identifying/categorizing		•	•		•			•	•		•			•	•	
Complaining		•	•		•			•	•		•	•		•		
Correcting		•	•		•			•	•		•			•	•	
Speaking emphatically		•			•					•			•	•		
Giving/accepting apologies		•	•	•	•				•		•	•		•		
Expressing embarrassment		•			•			•	•		•			•		
Predicting		•			•			•	•					•		
Stating a position		•	•		•			•	•					•		
Expressing opinions		•			•			•	•	•			•	•	•	
Hypothesizing		•			•			•	•							

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Developed by the Anchorage Workplace Literacy Project, 1994, incorporating some materials from: 1) *LifePrints*, LLA; 2) *Teaching the SCANS Competencies*; and 3) *Job Literacy: Computation and Problem Solving*, Jorie W. Philippe.

Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Reading

	GROCERY	Bakery	Seafood / Sushi	Courtesy Clerk	Janitor	Stock Clerk	HOSPITALITY	Housekeeping	H.K. Supervisor	Chef	Food Service Host	Food Service Busser	Food Cutter	Phone-PBX Operator	Maintenance	
Recognizing common words and meanings, task-related words with technical meanings, and meanings of common abbreviations and acronyms.		•	•	•	•	•		•	•	•	•	•	•	•	•	
Identifying factual details and specifications within text, following sequential directions to complete a task, and determining the main idea of a paragraph or section.		•	•			•			•	•	•	•		•	•	
Using table of contents, index, appendices, glossary, systems or subsystems.																
Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.		•	•			•			•	•	•				•	
Skimming to determine whether or not text contains relevant information.						•								•		
Cross-referencing within and across source materials to select information to perform a routine.						•										
Using a completed form to locate information to complete a task.		•		•		•			•		•				•	
Combining information from multiple sources that contribute to the completion of a task.		•			•									•	•	
Selecting parts of text or visual materials to complete a task. Identifying similarities and differences in objects.		•	•	•	•	•			•	•				•		
Determining the presence of a defect or extent of damage.		•	•	•	•	•			•					•	•	
Classifying or matching objects by color, size, or significant marking.		•	•	•	•	•				•	•			•		
Distinguishing between relevant and irrelevant information in text or visuals.		•	•			•				•						
Using common knowledge for safety.		•	•	•	•	•		•	•		•	•		•	•	
Applying preventive measures prior to task to minimize problems.		•	•			•			•					•	•	
Selecting appropriate course of action in emergency.		•	•	•	•	•		•	•		•	•		•	•	
Reading two or more column charts to obtain information.			•			•			•	•	•					
Locating chart information at intersections of rows and columns.		•				•			•	•	•			•		
Cross-referencing charted material with text.										•						
Applying information from tables/graphs to locate malfunctions or select actions.						•			•							
Using flow charts and organizational charts to sequence events, arrive at a decision, or problem solve.																
Identifying components within a schematic.								•								
Isolating problem components in schematics, tracing to cause of problem, and interpreting symbols.																
Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.				•	•	•						•				
Following sequenced illustrations as a guide.								•					•	•		
Interpreting three dimensional drawings of objects for assembly/disassembly.																
Determining meaning of figurative, idiomatic, or technical usage of terms, using context clues as reference.														•		
Making inferences from text; organizing information from multiple sources into a series; interpreting codes and symbols.		•														

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Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Writing

	GROCERY	Bakery	Seafood / Sushi	Courtesy Clerk	Janitor	Stock Clerk	HOSPITALITY	Housekeeping	H.K. Supervisor	Chef	Food Service Host	Food Service Busser	Food Cutter	Phone-PBX Operator	Maintenance	
Writing key technical words accurately on forms.		•	•	•	•	•		•	•		•	•		•		
Spelling task-related words and abbreviations correctly.		•	•	•	•	•		•	•		•	•		•	•	
Entering appropriate information onto a form.		•	•	•	•	•		•	•	•	•	•	•	•	•	
Recording essential information that involves more than one sentence.										•		•	•	•		
Recording essential information in phrases or simple sentence form accurately and precisely.		•							•			•		•		
Transferring numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.		•	•		•	•		•	•		•			•		
Writing a report including necessary support documentation/classification.																
Writing brief, descriptive accounts of activities or transactions performed.								•	•					•		
Outlining a situation by identifying key ideas and supporting details.														•		
Summarizing essential details for a written communication, using a problem-solving or news-writing heuristics.									•							
Selecting relevant details for a written communication.		•				•			•					•		
Stating general impressions of an event of situations as they relate to specific reporting goals.		•							•							
Summarizing events and precise dialogue in an accurate, complete, and objective manner.									•					•		
Summarizing the major points presented in a written communication.																
Generating a written communication according to a specific format (e.g, memorandum, telex, or letter).																

Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Arithmetic and Mathematics

	GROCERY	Bakery	Seafood / Sushi	Courtesy Clerk	Janitor	Stock Clerk	HOSPITALITY	Housekeeping	H.K. Supervisor	Chef	Food Service Host	Food Service Busser	Food Cutter	Phone-PBX Operator	Maintenance	
Reading, writing, and counting single and multiple digit whole numbers to complete a task or subtask.		•	•		•	•		•	•		•	•		•		
Adding, subtracting, multiplying, and dividing single and multiple digit numbers to complete a task or subtask.		•	•			•			•		•			•		
Using addition, subtraction, multiplication, and division to solve problems with single and multiple digit whole numbers.		•	•		•	•			•		•			•		
Rounding off single and multiple digit numbers to complete a task/subtask			•											•		
Reading and writing common fractions to complete a task or subtask.		•	•								•			•		
Adding, subtracting, multiplying, and dividing common fractions to solve problems.		•	•													
Carrying out arithmetic computation involving dollars and cents.		•	•			•					•	•		•		
Reading and writing decimals in one and more places to complete a task or subtask.			•								•			•		
Rounding off decimals in one and more places to complete a task/subtask.			•											•		
Adding, subtracting, multiplying and dividing decimals in one and more places to solve a problem.														•		
Reading, writing, and computing percents to complete a task or subtask.														•		
Converting fractions to decimals, percents to fractions, fractions to percents, percents to decimals, common fractions or mixed numbers to decimal fractions, and decimal fraction to common fractions or mixed numbers to complete a task or subtask.																
Solve problems by selecting and using correct order of operations.		•							•					•		
Computing averages, ranges or ratios to complete a task or subtask.																
Reading numbers or symbols from time, weight, distance, and volume measuring scales.		•	•			•					•					
Using a measuring device to determine an object's weight, distance, or volume in standard (English) units or metric units.		•	•								•					
Performing basic metric conversions involving weight, distance, volume.											•					
Using a calculator to perform basic arithmetic operations to solve problems.		•	•						•		•			•		
Determining if a solution to a mathematical problem is reasonable.		•				•			•					•		

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Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Speaking/Listening Skills

	SCHOOL DISTRICT	Custodial	Food Service / Prep	School Bus Driver	Teacher's Assistant	NEWSPAPER	Carrier	BANKING	Bank Proof	Teller	LAUNDRY	Laundryworker	Presser	Finisher		
Expressing greetings		•	•	•	•		•		•	•		•	•	•		
Introducing oneself/others		•	•	•	•		•		•	•		•	•	•		
Giving/getting personal information		•	•	•	•		•		•	•		•	•	•		
Asking for clarification		•	•	•	•		•		•	•		•	•	•		
Asking/answering questions		•	•	•	•		•		•	•		•	•	•		
Expressing ability/responsibility		•	•	•	•		•		•	•		•	•	•		
Requesting assistance		•	•	•	•		•		•	•		•	•	•		
Following directions		•	•	•	•		•		•	•		•	•	•		
Understanding safety requirements		•	•	•	•		•		•	•		•	•	•		
Making small talk		•		•	•				•	•						
Giving reasons/explanations		•	•	•	•				•	•		•	•	•		
Asking for/giving advice		•		•	•				•	•		•	•	•		
Comparing/contrasting		•	•		•				•	•		•	•	•		
Expressing intention/needs/preferences		•			•				•	•		•	•	•		
Reporting present/past events		•		•	•		•		•	•		•	•	•		
Describing events/objects		•	•	•	•		•		•	•		•	•	•		
Asking for information		•	•	•	•		•		•	•		•	•	•		
Reporting		•		•	•		•		•	•		•	•	•		
Clarifying		•	•	•	•		•		•			•	•			
Interrupting		•	•		•				•			•	•	•		
Sequencing		•	•		•				•	•		•	•	•		
Expressing concern		•		•	•		•		•	•		•	•	•		
Describing problems		•	•	•	•		•		•	•		•	•	•		
Reporting successes		•	•		•				•	•		•	•	•		
Expressing agreement/disagreement		•	•		•				•	•		•	•	•		
Expressing emotions		•		•	•		•		•	•						
Understanding common words		•	•	•	•		•		•	•		•	•	•		
Recognizing and using task related words		•	•	•	•		•		•	•		•	•	•		
Recognizing and using acronyms, abbreviations and task related codes		•	•	•	•		•		•	•		•	•	•		
Expressing likes/dislikes		•		•	•		•		•	•						
Dealing with numbers			•		•				•	•		•	•	•		
Identifying places		•	•	•	•		•		•	•		•	•	•		
Verifying		•	•	•	•		•		•	•		•	•	•		
Identifying/categorizing		•	•	•	•		•		•	•		•	•	•		
Complaining		•	•	•	•		•		•							
Correcting		•	•	•	•		•		•	•		•	•	•		
Speaking emphatically		•		•	•		•		•	•						
Giving/accepting apologies		•	•	•	•		•		•	•						
Expressing embarrassment					•				•							
Predicting		•		•	•		•		•	•						
Stating a position		•		•	•		•		•	•						
Expressing opinions		•		•	•		•		•			•	•	•		
Hypothesizing		•		•	•		•		•	•						

Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Reading	SCHOOL DISTRICT	Custodial	Food Service / Prep	School Bus Driver	Teacher's Assistant	NEWSPAPER	Carrier	BANKING	Bank Proof	Teller	LAUNDRY	Laundryworker	Presser	Finisher		
Recognizing common words and meanings, task-related words with technical meanings, and meanings of common abbreviations and acronyms.		•	•	•	•		•		•	•		•	•	•		
Identifying factual details and specifications within text, following sequential directions to complete a task, and determining the main idea of a paragraph or section.			•		•		•			•		•	•	•		
Using table of contents, index, appendices, glossary, systems or subsystems.			•	•	•					•						
Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.			•	•	•		•					•	•	•		
Skimming to determine whether or not text contains relevant information.					•				•							
Cross-referencing within and across source materials to select information to perform a routine.					•					•		•				
Using a completed form to locate information to complete a task.			•	•	•				•	•						
Combining information from multiple sources that contribute to the completion of a task.					•				•			•	•	•		
Selecting parts of text or visual materials to complete a task. Identifying similarities and differences in objects.		•	•	•	•					•						
Determining the presence of a defect or extent of damage.				•	•				•	•		•	•	•		
Classifying or matching objects by color, size, or significant marking.		•	•		•				•	•		•	•	•		
Distinguishing between relevant and irrelevant information in text or visuals.				•	•											
Using common knowledge for safety.		•	•	•	•		•		•	•		•	•	•		
Applying preventive measures prior to task to minimize problems.			•	•	•		•			•		•	•	•		
Selecting appropriate course of action in emergency.		•	•	•	•		•		•	•		•	•	•		
Reading two or more column charts to obtain information.			•	•	•											
Locating chart information at intersections of rows and columns.			•	•	•											
Cross-referencing charted material with text.		•			•											
Applying information from tables/graphs to locate malfunctions or select actions.				•	•											
Using flow charts and organizational charts to sequence events, arrive at a decision, or problem solve.																
Identifying components within a schematic.				•												
Isolating problem components in schematics, tracing to cause of problem, and interpreting symbols.				•												
Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.			•	•	•				•							
Following sequenced illustrations as a guide.			•	•	•				•							
Interpreting three dimensional drawings of objects for assembly/disassembly.				•												
Determining meaning of figurative, idiomatic, or technical usage of terms, using context clues as reference.					•		•		•							
Making inferences from text; organizing information from multiple sources into a series; interpreting codes and symbols.					•											

Master List of Foundation Competencies:
Basic Skills - Literacy Tasks

Writing

	SCHOOL DISTRICT	Custodial	Food Service / Prep	School Bus Driver	Teacher's Assistant	NEWSPAPER	Carrier	BANKING	Bank Proof	Teller	LAUNDRY	Laundryworker	Presser	Finisher		
Writing key technical words accurately on forms.		•	•	•	•				•	•						
Spelling task-related words and abbreviations correctly.		•	•	•	•				•	•		•	•	•		
Entering appropriate information onto a form.		•	•	•	•				•	•						
Recording essential information that involves more than one sentence.				•	•											
Recording essential information in phrases or simple sentence form accurately and precisely.		•	•	•	•					•						
Transferring numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.			•	•	•				•	•				•		
Writing a report including necessary support documentation/classification.				•												
Writing brief, descriptive accounts of activities or transactions performed.				•	•											
Outlining a situation by identifying key ideas and supporting details.				•												
Summarizing essential details for a written communication, using a problem-solving or news-writing heuristics.				•												
Selecting relevant details for a written communication.				•	•											
Stating general impressions of an event of situations as they relate to specific reporting goals.				•												
Summarizing events and precise dialogue in an accurate, complete, and objective manner.				•												
Summarizing the major points presented in a written communication.					•											
Generating a written communication according to a specific format (e.g. memorandum, telex, or letter).			•													

Master List of Foundation Competencies:

Basic Skills - Literacy Tasks

Arithmetic and Mathematics

	SCHOOL DISTRICT	Custodial	Food Service / Prep	School Bus Driver	Teacher's Assistant	NEWSPAPER	Carrier	BANKING	Bank Proof	Teller	LAUNDRY	Laundryworker	Presser	Finisher		
Reading, writing, and counting single and multiple digit whole numbers to complete a task or subtask.		•	•	•	•		•		•	•		•	•	•		
Adding, subtracting, multiplying, and dividing single and multiple digit numbers to complete a task or subtask.		•	•	•	•		•		•	•		•	•	•		
Using addition, subtraction, multiplication, and division to solve problems with single and multiple digit whole numbers.		•	•		•		•		•	•		•	•	•		
Rounding off single and multiple digit numbers to complete a task/subtask.		•			•				•	•						
Reading and writing common fractions to complete a task or subtask.			•		•				•	•						
Adding, subtracting, multiplying, and dividing common fractions to solve problems.		•	•		•											
Carrying out arithmetic computation involving dollars and cents.				•	•		•		•	•						
Reading and writing decimals in one and more places to complete a task or subtask.					•				•	•						
Rounding off decimals in one and more places to complete a task/subtask.									•	•						
Adding, subtracting, multiplying and dividing decimals in one and more places to solve a problem.									•	•						
Reading, writing, and computing percents to complete a task or subtask.																
Converting fractions to decimals, percents to fractions, fractions to percents, percents to decimals, common fractions or mixed numbers to decimal fractions, and decimal fraction to common fractions or mixed numbers to complete a task or subtask.									•	•						
Solve problems by selecting and using correct order of operations.			•	•					•	•		•	•	•		
Computing averages, ranges or ratios to complete a task or subtask.							•									
Reading numbers or symbols from time, weight, distance, and volume measuring scales.			•	•	•							•	•	•		
Using a measuring device to determine an object's weight, distance, or volume in standard (English) units or metric units.			•	•								•	•	•		
Performing basic metric conversions involving weight, distance, volume.					•											
Using a calculator to perform basic arithmetic operations to solve problems.					•											
Determining if a solution to a mathematical problem is reasonable.		•	•	•	•		•		•							

Developed by the Anchorage Workplace Literacy Project, 1994, incorporating some materials from: 1) *LifePrints*, LLA; 2) *Teaching the SCANS Competencies*; and 3) *Job Literacy: Computation and Problem Solving*, Jorie W. Philippe.

GOAL I

OBJECTIVE A (continued)

2. Develop and modify curriculum appropriate to the specific worksites.

Curriculum was developed and modified by the instructors with assistance from Pauline Smith of PSA, as indicated in the grant proposal. Workplace supervisors and participants were involved in the planning, development and evaluation of the curriculum.

Q-1 CORPORATION

A two-week program emphasizing phone conversations was developed for employees working at different locations, reflecting the needs expressed by the dispatcher during the job task analyses. The First Aid curriculum was modified to include more phone conversations. The standard Laubach curriculum for beginning ESL students was used for employees with very little oral English skills. Instructors integrated the realia when appropriate.

SHERATON ANCHORAGE HOTEL

A quick English course for newly hired employees was developed. Curricula developed previously for semester length ESL classes at Skill Levels 2 and 3 were used. A self-paced GED preparation class was also offered. Topics emphasized the needs of the workplace, such as the ability to figure the percentages used at the front desk.

CARRS-GOTTSTEIN FOODS CO.

Curriculum developed in a previous workplace literacy program was used and modified. Specific workplace curriculum was developed for identified needs, such as how to respond to a workplace injury.

HOTEL CAPTAIN COOK

Classes were grouped based on occupation with one class for janitorial workers and one for housekeeping employees. This change was based primarily on work schedules. Variations in English proficiency prompted the use of a volunteer tutor. For most participants the emphasis was on English proficiency. Each instructor selected segments of the standard Laubach curriculum that met the needs of each class. The instructors also developed games and activities to encourage participants to use their English more.

GOAL I

OBJECTIVE A (continued)

NATIONAL BANK OF ALASKA

Curriculum focused on improved pronunciation in business conversations with clients and co-workers, and on a math unit to prepare employees for enrolling in University of Alaska math classes or to take courses offered by the bank.

BEST WESTERN BARRATT INN

Hotel curriculum developed under the previous workplace literacy grant was used. Additional curriculum was developed to meet the need of reporting worksite problems by phone.

ANCHORAGE DAILY NEWS

Lesson plans for relating algebra to forms used in production were developed for production supervisors. ESL employees were referred to classes at Anchorage Literacy Project, located only a few blocks away.

ANCHORAGE SCHOOL DISTRICT

First aid curriculum developed under a previous workplace grant was revised. Curriculum was developed to prepare employees for the food service exam. Curriculum was also developed using standard texts and workplace requirements, to teach correct sentence structure to immigrants who had lived in the U.S. for many years. The ASD custodial handbook was used in developing lessons.

ALASKA CLEANERS

Curriculum was developed based on safety needs. The safety training video and workplace realia were used. Classes were set up by skill level with basic reading, writing and English taught at beginning levels. Advanced students learned rudimentary keyboarding skills so they could use the literacy computer programs to improve their business writing skills.

Curriculum samples are enclosed in the Appendix.

OBJECTIVE B

Teach needed literacy skills to 192 employee participants

Literacy skills were taught to 217 employee/ participants. 262 employees participated in assessment activities.

1. Target adults with inadequate skills for basic literacy/language training to result in their career advancement, and increased productivity.

As indicated in the grant proposal, a sample of 61 workplace employees had been evaluated on the basis of the following levels:

Level 1 Very little conversational ability. Awareness of some English words, but inability to form or understand sentences. Reading/writing skills from 0 - 1st grade level.

Level 2 Some vocabulary skills. Ability to name everyday items. Ability to make and understand very simple sentences but no workable use of tenses. Reading/writing on a 2nd grade level.

Level 3 Ability to ask and answer simple questions. Increased vocabulary. Ability to carry on a limited conversation. Reading/writing at a 3rd grade+ level.

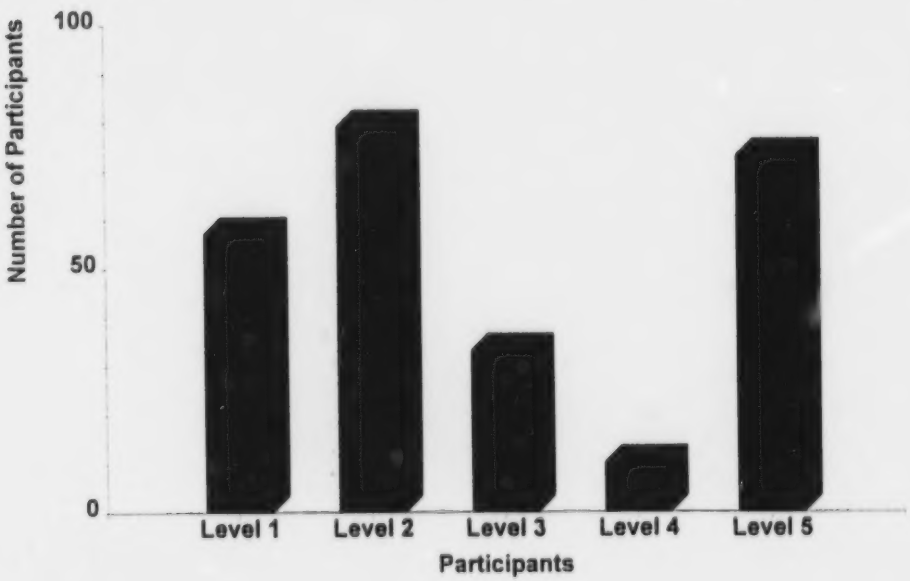
Level 4 Ability to use tenses and to make expanded responses of two or more sentences. Reading/writing to 5th grade+.

Level 5 Basic reading, writing and English speaking ability. Practice may be needed with advanced conversation, preparing for a GED, developing math skills, or rudimentary computer skills required in using software for business writing.

During the program, participants were evaluated using these five levels. It was expected that the workplace employees would test into the program at approximately the same levels as the pilot samples.

The proportions were the same as the sample with one major exception: There were significantly more participants testing into level 5, the highest level, than anticipated.

The following charts compare skill levels at entry for the sample group with all grant participants.



Level 5 participants were grouped into four categories based on their interviews and pre-tests. ESL participants needing advanced conversation were coded **English**. Participants preparing for a GED were designated **GED**. Those needing increased writing skills were assigned to the literacy computer lab (**PALS**). Participants involved in math instruction were designated **Math**.

GOAL I

OBJECTIVE B (continued)

2. Provide intake assessment and develop IEPs for targeted employees.

Individual intake assessments were provided and Individual Educational Plans (IEPs) were developed for nearly all targeted employees. An exception was in instances where additional employees were referred into classes after the initial intakes were provided. In most cases an intake was scheduled later with the Tutor-Student Coordinator.

In some instances, a particular class was provided to a department without separate intake assessment. An example was an algebra class demonstrating the use of company forms for determining product loss.

The intake assessment form is included in the Appendix.

Data collected from the participants is reported on the quarterly forms.

The following goals were indicated by the participants:

—Is a mechanic - needs English, writing for job

—Pass GED

—Would like to get a better job

—Learn math

—Learn algebra

—Improve conversation skills

—Improve listening and speaking skills

—Clear up speaking and pronunciation problems

—Needs better skills on job

—Wants to understand English, for a better life

—Learn typing and computers

—Spelling and reading

—Speak English

—Would like to own his own business and needs English to do so

—Improve grammar and writing

—Study with friends

—(Applicant) gain employment with ADN.

—Become English proficient

—Better job; more opportunity; learn English

GOAL I

OBJECTIVE B (continued)

—Improve math, reading, spelling

—Study math, spelling

—Learn English

—Improve grammar and pronunciation

—Pronunciation

—Enter university for BA in marketing

—Become a lay preacher

—Life skills - communication

—Pass test to become lead custodian

—Open own business in acupuncture

—Be able to talk better

—"I don't want to sound illiterate"

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3. Provide literacy/language instruction at workplace, literacy computer lab and other locations

One or more on-site classes were set up at each business partner taking into consideration the time of day employees were available, seasonal scheduling, workplace needs and classroom space available.

Q-1 CORPORATION

When the grant application was prepared, Q-1 had two offices, one on Northern Lights Boulevard and the other on International Airport Road. By August 1993, the Northern Lights and that staff moved to the International office. The owners had opened up an office in Seattle.

At their International office, one training room is equipped with a marker board and a VCR; a smaller area is available for tutoring.

SHERATON ANCHORAGE HOTEL

The training site at this location is a linen storeroom in which tables, chairs, flipcharts, etc., have been placed. It is centrally located, well-lit and recognized by the staff as the "English room," even though other training is also given there. This area is accessible geographically and psychologically. Additional office space was used for smaller classes.

CARR-GOTTSTEIN FOODS CO.

At the Huffman site, tutoring space was located in the upstairs storage area. Other locations were identified for classes, but were not used on a regular basis.

THE HOTEL CAPTAIN COOK

The Hotel Captain Cook provided a conference room on the first floor. Classes were occasionally moved to other locations when this room was needed for Hotel clients.

NATIONAL BANK OF ALASKA

A large training room was used near the proof department in the operations branch with a divider for two small classes.

BEST WESTERN BARRATT INN

A hotel conference room was used for classes. It was equipped with an easel and desk and centrally located near the hotel restaurant. Classes were changed during peak seasons to space available.

ANCHORAGE DAILY NEWS

The Anchorage daily News provided a large conference room for on-site classes.

ANCHORAGE SCHOOL DISTRICT

A large staff development room at East High School with coffee facilities and training equipment was used during the school year. A smaller training room at the Martin Luther King Career Center was used during the summer.

When these schools had an increase in students, the classes were transferred to the administrative office and to the educational partner site.

ALASKA CLEANERS

Alaska Cleaners provided two conference rooms equipped for classes at the laundry site.

GOAL I

OBJECTIVE B (continued)

Additional instruction was provided at the educational partners' main and branch location. The main location houses the literacy computer lab. Volunteer tutoring was started at the worksites, but often moved to off-site locations offering more convenience or confidentiality to the participants.

In the specific instances when child care problems prevented students from attending classes, the participants indicated that it was not the cost of the child care for the class time that was the primary problem. Instead, the following issues presented obstacles:

1) The parent would not put his/her child in a licensed care facility. He/she would have only friends or relatives watch the children.

2) The parent was working too many hours - either overtime or two jobs, and needed to spend some time with the children.

3) The child care facility was not open during the hours of classes.

4) There were family crises that required the parent to be home.

In these cases, when work release time was not available or sufficient, classes were brought to the students' homes or neighborhoods. In a few instances, the children were allowed to come with the parents (generally infants or teenagers).

Classes were set up at appropriate times for each business partner:

Q-1 CORPORATION

Classes at the worksite began in October, 1983. The Monday and Wednesday class hours varied based on employee schedules. During the year some of the classes were moved offsite to contractual locations and private homes.

12:00 - 2:00 p.m. *Mon., Tues., Wed., Thurs., Fri., 2 week periods*

2:00 - 4:00 p.m. *Mondays and Wednesdays*

SHERATON ANCHORAGE HOTEL

Classes began June 17, 1993 at Sheraton and continued through December 1994, with a two-week break between sessions. Initial sessions were on Tuesdays and Thursdays. Classes were later added Mondays, Wednesdays and Fridays.

3:00 - 4:00 p.m. *Mondays*

2:00 - 3:00 p.m. *Tuesdays and Thursdays*

3:00 - 4:00 p.m. *Tuesdays and Thursdays*

4:00 - 5:00 p.m. *Tuesdays and Thursdays*

4:00 - 5:00 p.m. *Wednesdays and Fridays*

CARRS-GOTTSTEIN FOODS CO.

Classes began at Carrs - Huffman in June 1993 and continued through December 1994. Breaks were taken and class schedules adjusted to meet changing work schedules.

9:00 - 10:30 a.m. Tuesdays and Thursdays

2:00 - 3:30 p.m. Tuesdays and Thursdays

Other students attended classes at the Carrs sites. Most Carrs employees had classes away from the worksite. Carrs is open 24 hours a day at a number of sites.

THE HOTEL CAPTAIN COOK

Individual tutoring began for Captain Cook employees in May 1993. Classes were added in February of 1994 and continued through December 1994.

1:00-2:30 p.m. *Mondays and Wednesdays*

4:00-5:30 p.m. *Mondays and Wednesdays*

NATIONAL BANK OF ALASKA

Classes began in December 1993. Class times changed as work schedules changed. Most of the participants were transferred or promoted during the classes.

3:00 - 4:00 p.m. Thursdays

7:00 - 9:00 p.m. Thursdays

BEST WESTERN BARRATT INN

Classes began June 7, 1993, at the Barratt Inn and continued through December 1993.

2:00 - 3:00 p.m *Mondays and Wednesdays*

3:00 - 4:00 p.m. *Mondays and Wednesdays*

GOAL I

OBJECTIVE B (continued)

4:00 - 5:00 p.m. *Mondays and Wednesdays*

The 3:00 - 4:00 p.m. class was dropped during staff reduction after the peak tourist season ended. Individual employee participants continued off-site through December 1994.

ANCHORAGE DAILY NEWS

For the Daily News, most classes were scheduled off-site. Individual participants attended classes at the educational site starting in July 1993. Worksite classes were held in February 1994.

8:00 - 9:00 p.m. *Tuesdays*

ANCHORAGE SCHOOL DISTRICT

Worksite classes began in June 1993. Class schedules were changed during the summer months to correspond with changing work schedules. Some evening employees worked days in the summer. This prompted some classes to discontinue for the summer and others to change times.

9:30 -11:30 a.m. *Mondays and Wednesdays*

9:00 - 10:30 a.m. *Tuesdays and Thursdays*

ALASKA CLEANERS

Classes began in September 1993. Workplace students from other business partners were scheduled into classes at the Alaska Cleaners site.

3:00 - 4:00 p.m. (2 classes) *Mondays and Wednesdays*

3:00 - 4:00 p.m. (2 classes) *Tuesdays and Thursdays*

Classes were set up in the Literacy computer lab specifically for workplace students. Participants used the lab at other times to meet scheduling of needs of workplace and family.

In the grant proposal the educational partner and each employer estimated the number of employees expected to participate in the project. The following chart compares the predicted participants with the actual ones. When some companies experienced a larger response than anticipated, meeting the needs of these interested students received priority over recruitment.

	Predicted	Participants	Completed Literacy Activities
Q-1 Corporation	15	28	26
Sheraton	35	34	33
Hotel Captain Cook	16	15	15
Carr Gottstein Foods Co.	40	17	15
National Bank of Alaska	20	19	7
Anchorage School Dist.	20	26	23
Anchorage Daily News	12	17	16
Barratt Inn	20	27	24
Alaska Cleaners	14	79	58
Total	**192**	**262**	**217**

The AWL Project exceeded the goal of 192 participants. 262 employee-applicants participated in the project with 217 participants completing literacy activities. The grant proposal predicted 80% of participants would complete planned literacy activities. 83% of the participants did complete the activities. This is 114% of the proposed number of participants.

Goal 2: Promote Exemplary Educational Partnerships Between AWL and Anchorage Businesses

OBJECTIVE A

Form an Advisory Committee from each business to assist in meeting employer and worker literacy goals

1. Identify Advisory Committee from AWL business partners, including managers, trainers, personnel managers, line supervisors, and employee/participants

Advisory Committee members

Q-1 CORPORATION
Chuck Kim, Owner
Glenna Borreo, Contract Manager
Moon Ha, Manager

SHERATON ANCHORAGE HOTEL
Forest Paulson, General Manager
Nancy Chamberlain, Executive Housekeeper
Su Ran Pak, Housekeeping Supervisor

CARR GOTTSTEIN FOODS CO.
Sue Parrott, Director Human Resources
Josefina Chavez, Bakery Worker
Valerie Poole, Store Manager

THE HOTEL CAPTAIN COOK
Alan Budahl, Director of Hotel Training
Joel Tolentino, Janitorial Supervisor
Chung Ja Lee, Janitor

NATIONAL BANK OF ALASKA
Catherine Richter, Vice President
Geri Walter, Proof Department Supervisor
Nancy Staton, Proof Operator

BEST WESTERN BARRATT INN
John Payne, Gen. Manager
Kerma Kenley, Personal Director
Phyllis LaPorte, Executive Housekeeping Supervisor

ANCHORAGE DAILY NEWS
Lou Ann Hennig, Human Resource Manager
Kate Baldwin, Packaging Center Manager
Jon Pearce, Packaging Center Distribution Manager

ANCHORAGE SCHOOL DISTRICT

Sue Pope, Staff Development Training Coordinator
Carol Comeau, Assistant Superintendent of Instruction
Dannie Bolden, Operations Supervisor

ALASKA CLEANERS

Jerry Harris, President
Bob Lozzio, Laundry Supervisor
Faye Laird, Laundry worker

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2. Meet as needed with AWL Advisory Committee members for input in developing curriculum, scheduling classes, providing support services, and evaluating and modifying worksite literacy programs as required.

An AWL Advisory Committee meeting was held on June 17, 1993. (See attached attendance and agenda.) Roselynn Cacy, AWL Project Director, provided information on the educational partner and grant requirements to representatives of several business partners.

Q-1 CORPORATION

The Project Director met with Hwa Kim, owner representative, who told her the new workplace literacy contact is Glenna Borreo, who will be replacing Jennifer Biering. Glenna Borreo made arrangements for visit at the International office.

SHERATON ANCHORAGE HOTEL

The Project Director and two instructors met with Executive Housekeeper, assistant housekeeper and fourteen participants to set up schedule of classes.

Workplace Instructor, Richard King, met with the Executive Housekeeper, Nancy Chamberlain, to set the date for student assessment and arrange class schedules. Student assessments were completed by Mrs. Poole, ALP, and students were assigned to classes based on proficiency. Three classes, twice a week, were started on June 17, 1993.

Workplace Instructor Richard King met with Executive Housekeeper, Nancy Chamberlain, to review the literacy program progress and to determine the Sheraton Hotel's requirements for the upcoming peak summer tourist period. It was decided that a Quick English course

would be provided in late April or early May based on the needs of the newly hired personnel. English classes were successfully incorporated into the new employee orientation and training period. This was a very successful short-term program that met the needs of employees who had little English proficiency.

See **Goal 1** for samples of other meetings with advisory committee members.

OBJECTIVE B

Provide staff development to AWL project staff and Advisory Committee (Conference)

1. Hold monthly monitoring sessions for staff, for purposes of communication, sharing ideas and for program support.

Monthly staff development meetings were held to provide on-going instructor support and opportunities for sharing, and to analyze progress towards meeting goals and objectives. Sample workplace meeting agendas are included in the appendix.

2. When specific needs are identified by staff, training sessions will be held by recognized experts.

The following training sessions were provided:

DATE	TRAINER	TOPIC
5-5-93	*Sue Heinz*	Dyslexia
5-18-93	*Polly Smith* *Jan Jones*	A Writing Process
7-7-93	*Polly Smith* *Jan Jones* *Marilyn Gregory*	Laubach Way to English
9-20-93	*Roselynn Cacy* *Coreen Nasenbeny*	Literacy Computer Training
10-5-93	*Jean Anderson*	Inspiration of Writers
10-93	*Willard Daggett* *Julie Evans*	Alaska Adult Education Conference
2-18-94	*Dr. Robert DiDonato*	Enlivening Instruction in ESL
2-24-94	*Polly Smith*	Active Listening

4-20-94	*Natalie Kusz*	Building Blocks for Writing
4-20-94	*Karen Sanders*	Games and More!
6-1-94	*Ron Pugsley*	Laubach Literacy National Biennial Convention
8-2-94	*Bill Johnston*	Second Language Acquisition
8-4-94	*Polly Smith* *Jan Jones*	Grammar Instruction for the Second Language Student
8-15-94	*Lindmood-Bell*	Learning Processes
8-30-94	*Jan Jones* *Polly Smith* *Karen Sanders*	L2 Acquisition: Modern Theories/ Our Own Observations and Experience
11-9-94	*Jo and Karen Sanders*	Strategies for Comunication Strategies
12-12-94	*Jan Jones* *Karen Sanders* *Polly Smith* *Laura Young*	Life Prints: an Overview & Training for Trainers
12-17-94	*Sue Heinz*	Slingerland

See Appendix for articles on the above sessions

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3. Develop research and resource library for workplace literacy.

See Bibliography of resource library and curriculum.

OBJECTIVE C

Cooperate to develop evaluation instruments specific to each business partner and/or industry

1. Obtain goals information from employee / participant's Individual Educational Plan (IEP).

IEP's were developed by the participants, Student-Tutor Coordinator, and instructors. A sample IEP form is included in the appendix. Participants goals are listed under Goal 1, Objective B of this report. (See page 17).

2. Obtain criteria from management. Meet with advisory committees and educational staff. Develop and pilot test instruments.

During negotiations, the USDOE requested the evaluation component to be conducted by a Third Party Evaluator. A budget modification allowed for Federal funding of this component through a contract with Nine Star Enterprises.

See Report from Nine Star Enterprises, the Third Party Evaluator for response to this section.

Goal 3: Provide a Model for Replication With Other Small and Intermediate Businesses

OBJECTIVE A

Expand model developed under previous Federal workplace literacy grant

1. Expand program into other departments of business partners participating under previous Federal workplace literacy grant

Curriculum developed for Carrs employees was presented to literacy and adult education providers at the Literacy Council of Alaska in Fairbanks, and to the Aleutian/Pribilof Islands Association, for use with employees and applicants of Carr-Gottstein Food Corporation in the Eagle and Foodland stores.

Q-1 Corporation classes expanded to include telephone communication skills between dispatchers and employees at contractual sites.

Sheraton classes expanded from housekeeping into engineering and PBX operations.

2. Expand project to include six new business partners

The Anchorage Workplace Literacy Project was expanded to the six new business partners indicated in the proposal: Best Western Barratt Inn, Hotel Captain Cook, Anchorage School District, Anchorage Daily News, National Bank of Alaska and Alaska Cleaners.

OBJECTIVE B

Refine model developed under previous Federal Workplace Literacy Grant

Test/retest components of workplace programs in existence, especially in regard to curriculum development, participant involvement in individual goalsetting, and evaluation

The AWL Project was continued with the three business partners begun under the previous grant using the Skill Books Go to Work model.

The model was modified for the six additional business partners. When the participant intake assessment was Skill Level 3, 2 or 1, the model was validated. The same basic curriculum was used with changes made to reflect workplace vocabulary and tasks.

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Participants at the advanced levels needed less time in class to achieve their objectives. Companies were often willing to have a whole department use work release time for one or more sessions in which very job-specific instruction was covered. Employees were then given assignments to complete outside of class.

The goals of many participants at advanced levels were related to taking University classes or other training offered by their employers. The intake evaluation often served as a catalyst for the employee to take that step, either in addition to or instead of workplace literacy instruction.

See Third Party Evaluation for evaluation component.

See attached ERIC summary of Skill Books Go to Work

OBJECTIVE C

Validate model developed under previous Federal Workplace Literacy Grant through inclusion of two new business partners in the hospitality industry

1. Implement workplace literacy activities in the two new hospitality industry business partners worksites

Workplace Literacy classes began in June 1993 at the Best Western Barratt Inn and in September 1993 at the Hotel Captain Cook.

2. Modify the model for other small and intermediate size business partners, specific to the industry

The model was used for Alaska Cleaners and the Anchorage School District with very little modification.

The model was adapted for the Anchorage Daily News and the National Bank of Alaska to include more math activities and pronunciation exercises.

Employers were interested in providing work release time for larger groups of employees for short term specific objectives. For these businesses, the job-task analysis model was more appropriate for the worksite.

Both employers were very involved in supporting community literacy activities. They provided incentives for their employees to become tutors in the volunteer program.

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OBJECTIVE D

Dissemination

1. Present model to interested businesses

Information on model was provided to the following businesses and employers iisted below. The key indicates which companies were interested in a business / educational partnership, contractual literacy and or support for a community based literacy program.

- ♦ Aleutian Pribilof Island Corporation *(Alaska Native non-profit)*
- ♦■ NANA Corporation *(Alaska Native Health Corporation)*
- ■ Mary Conrad Center *(long-term health care)*
- ♦ Alascom *(telephone/communications corporation)*
- ♦ Anchorage Hilton Hotel

  J.C. Penney
- ● Nordstrom *(department store)*

  Days Inn

  Westmark Hotels
- ♦ Providence Hospital
- ■ Salvation Army

  Alaska Pioneers Home
- ■ Johnson's Tire Service

  Our Lady of Compassion Care Center
- ♦ Fairbanks North Star Borough, Fairbanks, AK

KEY

- ♦ Employers are interested in a business/educational partnership based on this model.
- ■ Employers are interested in or have negotiated contractual arrange ments for workplace literacy.
- ● Employers indicated that they are not interested in a workplace literacy project at this time, but will support a literacy program for the community through fund-raisers or direct contributions.

See Section 4, Report on any dissemination Activities for further information. (See page 37)

2. Determine number of businesses desiring to continue workplace literacy programs

Classes continued with six of the nine businesses during the three-month extension of the workplace program with no additional federal funding.

All of the nine partners are interested in continuing as workplace literacy partners after this Federal grant cycle. See copies of letters in Appendix.

2 Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.

Objectives were met as described in Comparison to Accomplishments in Item 1.

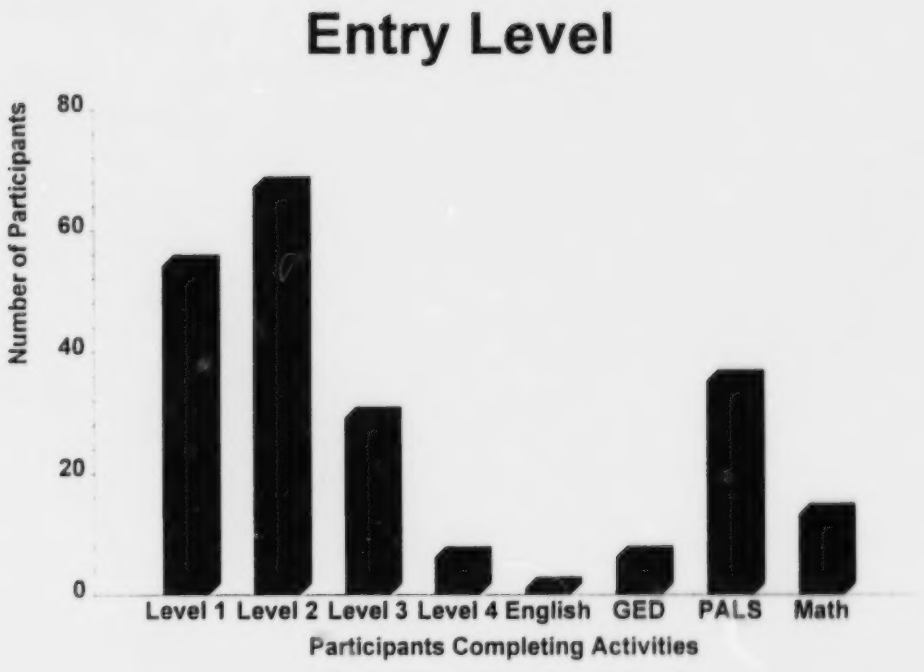
The AWL grant proposal was for an 18-month period. The initial approved funding was for a 17-month period from May 1, 1993 through September 30, 1994. The required close-out conference for the National Workplace Literacy Program Partners was scheduled for November, 1994.

The Anchorage Workplace Literacy Project requested a no-cost extension to allow attendance at the conference by the Project Director during the grant period, to complete other dissemination activities and to continue classes through at least an 18-month period, ending each class at the most appropriate time for each business. Any additional costs would be paid for by the partners.

The no-cost extension was approved by the USDOE Grants and Contracts Services through December 31, 1994. Activities were completed as proposed.

3 For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.

262 individuals participated in the program. 217 completed planned project activities. 45 did not.

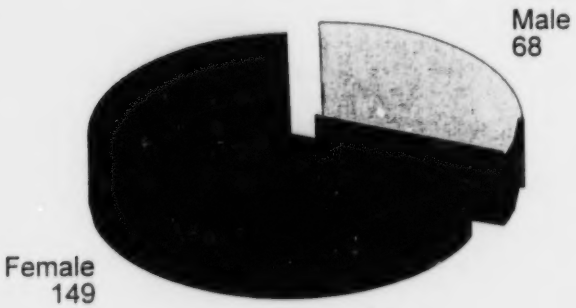

Entry Level
Number of Participants
80
60
40
20
0
Level 1
Level 2
Level 3
Level 4
English
GED
PALS
Math
Participants Completing Activities

Entry Level
Number of Participants
80
60
40
20
0
Level 1
Level 2
Level 3
Level 4
English
GED
PALS
Math
Participants Not Completing Activities

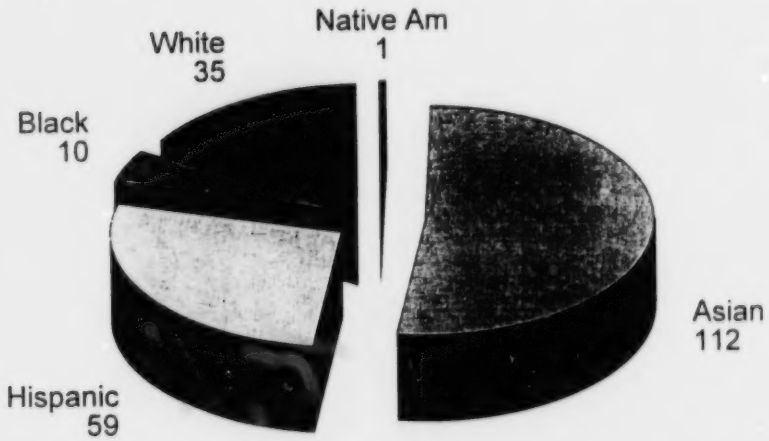
Participants completing studies

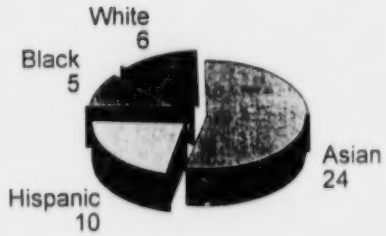
Participants not completing studies

Sex

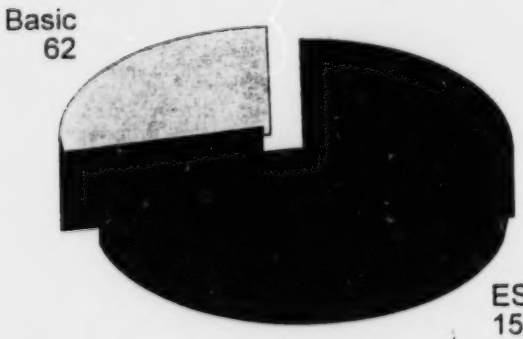


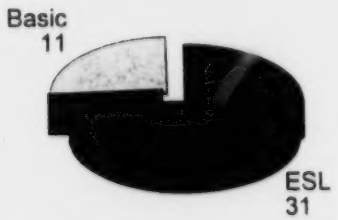
Ethnic Background



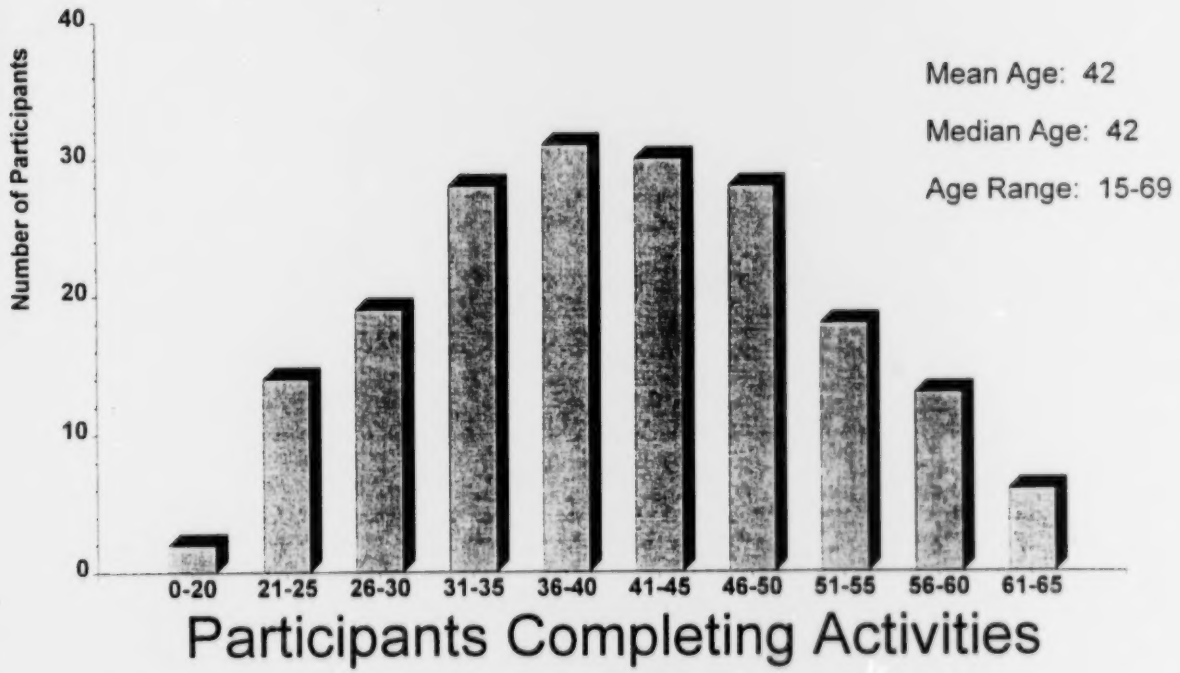


Course of Study

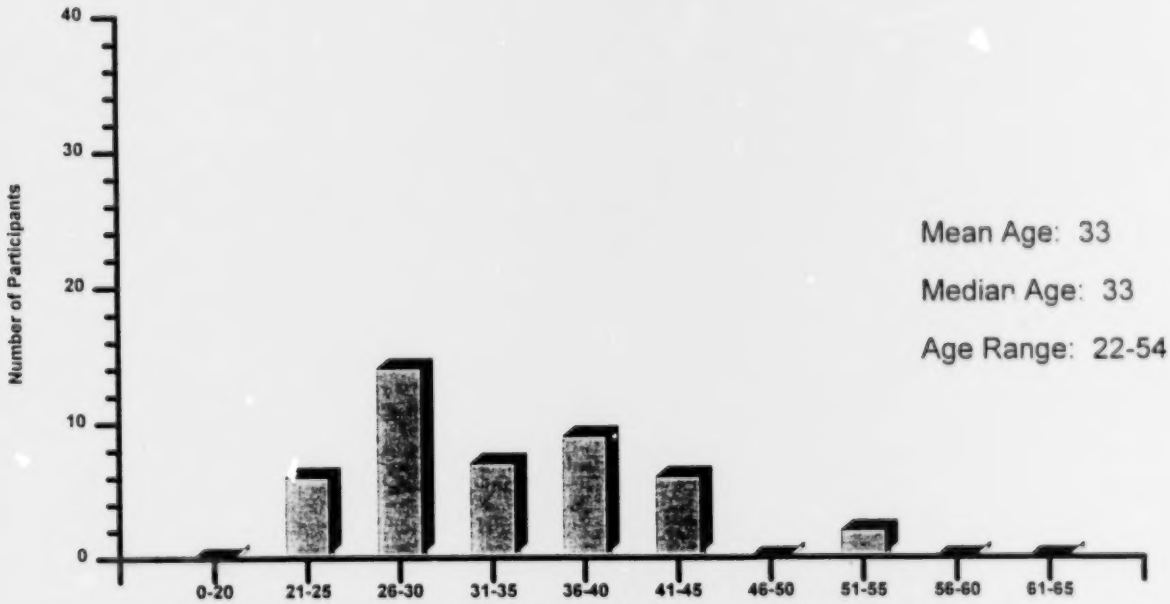




Age Range of Participants

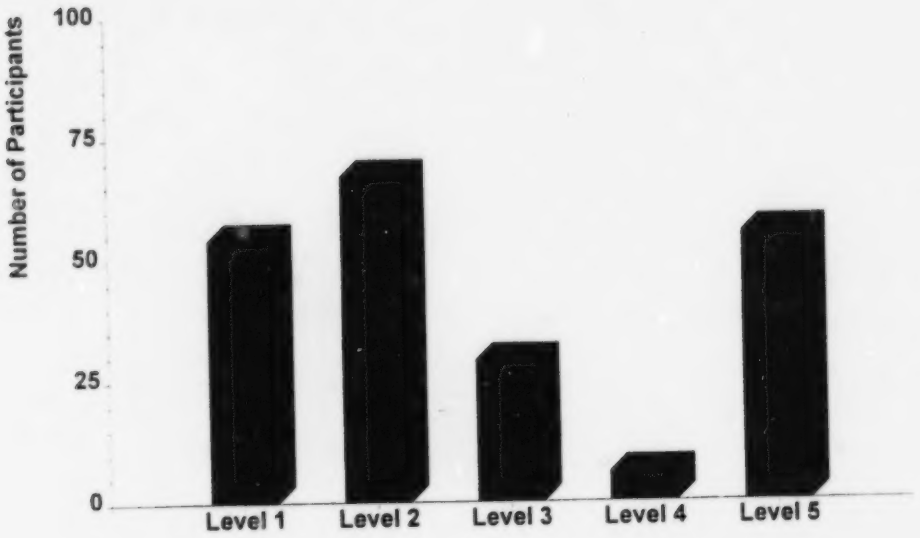


Participants Completing Activities

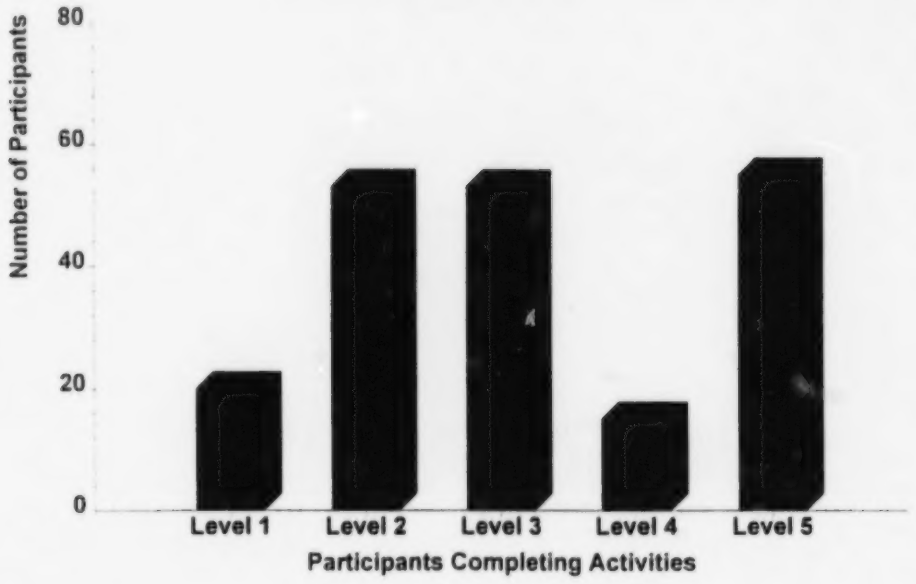


Participants Not Completing Activities

Entry Level



Exit Level



The primary outcome achieved by participants completing project activities was their further training. Participants who had declined opportunities for further training at work started taking advantage of employer offered or supported classes. These included First Aid / CPR training, computer training, and supervisory training. One hotel computerized its entire operations at the end of the workplace literacy program and reported that the staff eagerly and competently mastered the new procedures.

The following outcomes were achieved by participants who completed project activities:

—68 participants showed an advancement of one or more skill levels as shown in the Student Assessment and Achievement Path, Appendix C.

- 42 students advanced one level
- 19 students advance two levels
- 4 students advanced three levels
- 3 students advanced four levels

—26 students showed increased promotability at work with the following reports:

- Promoted
- Promoted to supervisor
- Promoted to teller
- Promoted - taking teller training
- Promoted to manager
- More responsibility - opens and closes
- Communicated instructions to other employees
- Trained a new employee
- Now a trainer at work: trains new employees
- Able to communicate more with staff and guests
- Increased responsibility
- Working full time instead of part-time
- Working full time instead of part-time with promotion and higher pay
- Increased responsibilities on job, change to early shift
- Reads and understands employer's written instruction
- Offered another position
- Improved relationship with supervisor due to better communication
- Increased communication skills on phone
- Increased literacy skills

—Three job applicants gained jobs at other companies

—Another learned how to report a work injury

—Participant learned how to negotiate with management for day off

—One participant passed her GED's.

—One other passed three sections of GED.

—Three participants passed their CPR / First Aid Course

—One participant passed his commercial driving license exam.

4 Report on any dissemination activities

March 1994

—The following literacy and adult basic education providers are interested in using the model as the educational provider. *See letters in appendix.*

Kuskokwim Campus, University of Alaska, Bethel, Alaska
Literacy Volunteers of American, Inc., Mat-Su Literacy Project, Palmer, Alaska
Literacy Council of Alaska, Fairbanks, Alaska

June 1994

—*Skill Books Go to Work*, showed volunteer literacy projects how to start workplace programs. Executive Housekeeper of the Sheraton Anchorage Hotel, AWL Project Director, and Curriculum Developer gave a three hour seminar at the Laubach Literacy National Biennial Conference, Little Rock, Arkansas. (Betty Hamp 315-422-9121)

—Presentation to JOBS class: AWL Project Director, an instructor and the JOBS class visited the Sheraton Anchorage Hotel, receiving a tour of the hotel by Nancy Chamberlain, Executive Housekeeper and Luz Alarcon, her assistant. The JOBS class visited the worksites for personnel housekeeping supervisors, maids, food service, engineering, and front desk. They were also instructed in hotel policy, proper dress, attitude, work habits and attendance. The class received applications and a copy of the Sheraton Standards.

September 1994

The AWL model was presented to the Manager of Public Housing from Alaska Housing Finance Corporation (AHFC). Negotiations were conducted and a pilot project is being tested at Park View Manor based on the model. *See appendix for brochure sample*

September - December 1994

—The AWL Project coordinated with the East High School in Anchorage in developing their School to Work Program, funded in part through the Carl D. Perkins Vocational Educational Act. AWL job task analyses were provided to the instructors at East who were setting up job-site visits for the high school seniors. Workplace supervisors from the AWL Project will be giving presentations to the East High students. The AWL Project Director provided technical assistance in preparing for school/business partners.

October 1994:

—The AWL Project Director attended a seminar for programs assisted under the Bilingual Education Act and provided information about the workplace programs.

—A presentation on the AWL Project was provided to Network Alaska - a business professional organization based on a win-win philosophy with only one person from each profession in a chapter.

—A presentation and tour of the literacy computer lab and how it is used in workplace literacy was made to Americorps Volunteers during the Alaska Adult Education Association conference.

—Debbie Amundson of the national Bank of Alaska asked the AWL Project Director to provide information on workplace literacy to the Anchorage International Rotary Club. Project Director Roselynn Cacy discussed the AWL program with Lynn Johnson, Program director for the Rotary Club, and provided brochures on AWL. A formal presentation to the Rotary will be given on March 10, 1995. The Rotary groups are supporting workplace literacy.

—AWL Project Director provided information on the Anchorage Workplace Literacy Project to the ABE Interagency Committee meeting (teleconference). AWL will serve as a resource in developing Employer - JOBS client bridges for employees lured through the JOBS program.

November 1994

—AWL Instructor Coordinator shared AWL workplace literacy materials at the Literacy and Work Pre-Conference Roundtable at the AAACE Annual Conference, Nashville, TN. (202-429-5131)

December 1994

—Dissemination of curriculum and job task analyses at National Workplace Meeting by AWL Project Director and Executive Housekeeper of the Sheraton Anchorage Hotel.

—The AWL Project and the Alaska Apprenticeship Information Center shared information about each others program. (Cynthia Spezaly, Director, 907-278-4426)

—AWL Project Director provided information about the program to WISE (Winning with Stronger Education) at a teleconference on the Alaska 2000 initiative.

See comparison of actual accomplishments to the objectives, **Goal 3, Objective D: Dissemination** for a list of employers requesting information on the AWL model.

5 Report on any evaluation activities

Evaluation is an integral part of the classes and staff development activities. It is built into the Laubach lessons. The Project Director observed all larger classes. Yearly evaluation of all Anchorage Literacy Project activities is done in March in two ways: 1) All participants and partners are invited to a Public Participatory Planning Session. 2) A questionnaire is sent out in the newsletter and distributed to classes asking for student evaluation and suggestions. These are mailed back to the office or given to the receptionist. A participatory planning session was held March 23, 1994. A sample of the questionnaire is in the appendix.

Evaluation specifically for the Anchorage Workplace Literacy Project was performed by Nine-Star Enterprises. *See appendix*

6 Report on any changes in key personnel

The following key staff served throughout the project as proposed in the grant application:

Roselynn Cacy, *Project Director*

Verna (Bumpy) Poole, *Tutor-Student Coordinator*

Elizabeth Leng served as *Instructor Coordinator*, but was funded by local sources during some of the grant period. She spent two months developing youth basic skills employment program under a JTPA (Job Training Partnership Act) contract with the Anchorage Literacy Project.

Richard King served as a *part-time instructor* as indicated in the grant proposal. He filled in as *Instructor Coordinator* during Ms. Leng's absence.

The following served as part-time instructors:

Janet Jones	**Coreen Nasenbeny**	**Marilyn Stock**	**Ginger Halterman**
Sheri Ruston	**Doreen Ransom**	**Laura Young**	**Gladys Geertz**
Karen Sanders	**Joan Jackson**		

Resumes of the part-time instructors were sent to the USDOE grants officer.

Coreen Nasenbeny left the workplace position to coordinate the JOBS program for the Anchorage Literacy Project.

Janet Jones also provided training to new workplace instructors through her other part-time position as *Training Coordinator* for the Anchorage Literacy Project. Funding for this was provided by corporate donations.

Appendices

Appendix A.....Job Task Samples

Sheraton - Work Request Forms, Hotel specific vocabulary
Carrs - Daily Throw Away Sheet
Q-1 - Introduction to Course, and History and Importance of Building Service Contracting Industry (sample)
Cook - The Hotel Captain Cook Orientation Handbook (sample)
ASD - Custodial Interview
National Bank of Alaska
Best Western Barratt Inn
Anchorage Daily News
Alaska Cleaners

Appendix B.....Recruitment

ASD Recruitment Form
AWL Brochures

Appendix C.....Student Assessment

Student Assessment and Achievement Path
AWL Individual Assessment Plan (IEP)
National Workplace Literacy Information Form
Participant Entry/Exit Levels
Certificate of Achievement Sample

Appendix D.....Staff Development

Workplace Evaluation Meeting Agenda
Staff Development Agenda Samples
Curriculum Bibliography
Reference Bibliography
Resource materials
Newsletter Articles

Appendix E.....Dissemination

Letters from Business Partners
Letters from Potential Business Partners
Letters from Potential Educational Partners
Sheraton Celebration Announcement
LLA Biennial Conference (information and evaluations)
AAEA Professional Development Conference Agenda

Alaska Housing Finance Corporation Brochure
Newsletter Articles

Appendix F.....Third-Party Evaluation

Appendix G.....SkillBooks Go To Work

Appendix H.....Curriculum Samples

Q-1 Corporation
Sheraton:
Carr-Gottstein Foods Co.
Best Western Barratt Inn
Hotel Captain Cook
National Bank of Alaska
Anchorage School District
Anchorage Daily News
Alaska Cleaners

APPENDIX A

Job Task Samples

BEST COPY AVAILABLE

Sheraton Anchorage Hotel

MAINTENANCE CHECK LIST

Check (☒) Indicates Unsatisfactory Condition
Explain Check In Remarks Section

BEDROOM - FOYER - CLOSET

☐ WALLS	☐ WOODWORK	☐ DOORS
☐ CEILING	☐ TELEVISION	☐ LIGHTS
☐ FLOORS	☐ A.C. UNIT	☐ BLINDS
☐ WINDOWS		☐ DRAPES

REMARKS _____

BATHROOM

☐ TRIM	☐ SHOWER
☐ DRAINS	☐ LIGHTS
☐ WALL PAPER	☐ PAINT
☐ TILE OR GLASS	☐ DOOR
☐ ACCESSORIES	☐ WINDOW

REMARKS _____

Systemedia Group 94-209558

WORK REQUEST
1273915

BY _____ DATE _____

DEPARTMENT _____

LOCATION _____

PROBLEM _____

ASSIGNED TO _____

DATE COMPL. _____ TIME SPENT _____

COMPLETED BY _____

REMARKS _____

Printed in U.S.A. BEST COPY AVAILABLE T 5268 REV 3-77

Printed in U.S.A.

QUALITY ROOM INSPECTION

Sheraton HOTELS & INNS, WORLDWIDE

Room No. _____ Inspected by _____ Date _____

GUEST ROOM	Value Cleanliness	Value Condition	Score Cleanliness	Score Condition
1. Entrance & door with chain, night latch, peep hole, "Do Not Disturb" sign, legal notice as required.	3	2		
2. Closet, 2 hooks, bar, trouser hanger.	4	2		
3. Furniture and drawers.	4	2		
4. Lamps, bulbs & shades work properly.	4	2		
5. Metal wastebasket; liner optional.	2	1		
6. Mirrors and pictures.	3	1		
7. Mattress, box spring, and frame.	0	2		
8. T.V. and radio.	2	4		
9. Telephone & message light system.	2	4		
10. Drapes and curtains.	4	2		
11. Windows.	4	2		
12. Carpet and floor areas.	4	2		
13. Walls.	4	2		
14. Ceilings.	4	2		
15. Upholstery.	4	2		
16. Bed spreads.	2	2		
17. Air conditioning & heating.	2	4		
18. Special items: _____				
Total	52	38		

BATHROOM	Value Cleanliness	Value Condition	Sc Cleanliness
1. Tub, shower curtain or sliding door.	4	3	
2. Bath area grouting.	3	2	
3. Faucets, shower head & other fixtures & receptacles.	2	2	
4. Toilet bowl, seat & fixtures.	4	3	
5. Wall & floor grouting.	4	2	
6. Mirrors.	3	2	
7. Medicine cabinets/shelves.	3	2	
8. Plastic wastebasket.	2	1	
9. Door.	2	2	
10. Ceiling.	3	2	
11. Vent.	4	2	
12. Counter sink & fixtures.	4	2	
13. Towel racks and hooks.	2	3	
14. Miscellaneous items: _____			
Total	40	28	

SUPPLIES	Value	Score
1. Stationery (6 sheets, 4 envelopes, 2 postcards)	2	
2. 2 laundry bags w/laundry & valet slips stapled to bag.	2	
3. Bible.	1	
4. Hotel Service Directory.	2	
5. Sheraton Hotel Directory.	1	
6. Room Service Menu.	2	
7. Guest Questionnaire.	2	
8. 7 coat hangers (wooden or plastic).	2	
9. Baggage rack (1 per bed).	2	
10. Departure hour notice.	1	
11. Ashtrays (3), Matches (3).	1	
12. Telephone Book (Sheraton cover).	2	
13. Memo pad by telephone with pen.	1	
14. Telephone Instructions.	2	
15. Guest Room Magazine (as published).	1	
16. In-house Promotion _____	2	
Total	25	

SUPPLIES	Value	Scor
1. Towels (3 bath, 3 face, 2 washcloths).	3	
2. Soap: 1 deodorant, 1 regular.	2	
3. Toilet tissue: 1 in holder, 1 spare.	2	
4. Bath mat.	2	
5. Water glasses (3)	2	
6. Shoe shine mitt (2).	1	
7. Ashtray (where vanity permits).	1	
8. Ice bucket (if ice machine available).	1	
9. Facial tissue: 1 in holder.	1	
10. Bath rug optional.		
Total	15	

Comments: _____

ALL MAINTENANCE WORK ORDERS MUST BE WRITTEN BY INSPECTOR
White tickets to be attached to Manager's Copy and
blue tickets to Engineer's Copy.

MAID'S NAME _____ SCORE _____

Carr-Gottstein Foods Co.

DECORATOR'S ORDER FORM

CUSTOMER _____

ADDRESS _____ DATE _____

CITY _____ TELEPHONE _____

CAKE SIZE ○ 1/4 1/2 FULL

KIND OF CAKE _____

KIND OF FILLING _____

KIND OF ICING _____

LETTERING **(Must Print)** _____

IDEA, THEME, OCCASION & COLORS _____

AGE _____ PRICE _____

MALE ☐ DEPOSIT _____

FEMALE ☐ BAL DUE _____

DUE! DATE _____

HOUR _____ ☐ AM ☐ PM

ORDER TAKEN BY _____

THE LUCKS COMPANY · SEATTLE, WASHINGTON

BEST COPY AVAILABLE

Carrs

DAILY THRO-A-WAY

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN	ITEM	MON	TUE	WED	THU	FRI	SAT	SUN
LG. WHITE								CRUSTY BREAD							
SM. WHITE								FRENCH BREAD							
HONEY WHEAT								FRENCH ROUND							
CRACKED WHEAT								RYE BREAD							
RAISIN								PUMPERNICKEL							
CINNAMON BREAD								6-GRAIN BREAD							
OATBRAN BREAD								FRENCH ROLLS							
CHEESE BREAD								ONION RYE							
PUMPERNICKEL								SMALL BREADS							
OATMEAL BREAD								CHEESE BREAD							
RYE BREAD								WHITE BREAD							
100% WHEAT								RAISIN BREAD							
ENGLISH MUFFIN								ENGLISH MUFFIN							
WHOLE GRAIN								100%							
GARLIC BREAD								OAT BRAN							
WHEAT DINNER								2.89 DONUT HOLES							
EGG & BUTTER								CHEESE STICKS							
								BREAD STICK							
VIENNA ROLLS								PUDDING-CAKES							
WHEAT HAMBURGER								WILMA'S 6 PKG							
HAMBURGER								WILMA'S 4 PKG							
HOT DOGS								COFFEE-CAKES							
HOAGIES								4 ct MUFFIN PACKETS							
KAISER								9 ct MUFFIN PACKETS							
WHEAT KAISER								1.99 ANGEL-FOOD							
BAGELS								BROWNIES							
FRENCH ROLLS								3.99 ANGEL-FOOD							

Q-1

SPECIFICATIONS

PUBLIC AREAS (Corridors, Elevators, Stairs and Lobby)

Nightly Services
- Remove fingermarks from doors, door glass, door frames and door trim, elevator doors, trim, and inside elevator cabs.
- Vacuum entrance lobby floor.
- Vacuum all corridor, elevator carpets, spot clean carpeting to remove light spillage.
- Dust mop all hard surface floors, wet mop where necessary.
- Clean lobby and 6th. floor stairwell ash trays.
- Dust all ledges within reach.
- Police stairwells
- Sweep sidewalks in front of building entries.(summer months)
- Polish and clean elevator and entry door thresholds as needed.
- Remove fingerprints from all doors.

Weekly Services
- Dust all walls within reach.
- Polish elevator and entrance thresholds and vacuum door tracks.
- Spot clean snd pile lift public area carpet.

Monthly Services
- Remove dust from corners and edges of carpet.
- Damp mop stairwells, spot clean doors and walls.
- Dust all ceiling vents.

1) Excuse me, would I disturb you if I cleaned now, or would you like me to come back later?

vacuumed
dusted
shampooed the carpet

2) There are some empty boxes in the hallway, are they to be thrown away?

is a stack of empty boxes

3) The office at the end of the hallway, number 301, is locked and my key doesn't work. May I get a new key?

at the top of the stairs
at the bottom of the stairs
on the first floor
on the second floor
near the elevator

4) There is a large spot in front of the receptionist's desk on the first floor. I have tried to remove it twice, and it will not come up. It is a permanent spot.

in the entry way
near the door
on the stairs

Q-1

Janitor / Custodian Phrases

1) There ~~are~~ is a ~~stock~~ stack of empty boxes in the hallway, are they to be thrown away ?

2) Excuse me, would I disturb you if I cleaned now, or would you like me to come back later? (vacuumed)

3) The office at the end of the hallway, number 301 is locked and my key doesn't work. May I get a new key ?

4) There is a large spot in front of the receptionist's desk on the first floor. I have tried to remove it twice and it will not come up. It is a permanent spot.

5) The bathrooms on the second floor near the elevators are low on the paper prodicts. They will need to be restocked soon.

6) The customer in suite 200 at _____ keeps requesting that I clean out the oven and
(building)
the refrigerator in the break room. I have not been authorized to do this by (supervisor)

==========

1) This is _____ , I am checking in to _____.
(name) (out) (building)

2) This is _____ , I am sick today, could you please let my supervisor know that
(name)
I will not be in ? Thank you.

3) This is _____, I will not be able to work tonight. Please let my supervisor know.
(name)

4) This is _____, May I please speak with _____ ?
(name) (supervisor)

5) This is _____, I have to go out of town for a family emergency.
(name)
Please tell _____ that I will be gone tonight and will return in two weeks.
(supervisor)
I will call if my leave is extended.

Safety

Slips,Trips and Falls:

-Falls account for more than 12,000 deaths per year.
-Most falls happen on level ground.
-Slips are a result of a sudden loss of traction.

Some common dangers to watch for:

-Hidden steps
-smooth surfaces
-Wet spots
-Loose or frayed carpet
-Tubs and showers

Trips:

-Furniture placement
-Electrical cords in path
-Small obstructions (paper clip,fabric piece)
-Close drawers when not in use
-Good housekeeping

Safety Rules:

-Pace yourself
-Watch were you are going
-Follow the rules
-Take care
-Don't grope in the dark
-Don't play the odds
-Use safety equipment
-Be alert

What if I fall?

-Relax
-Absorb
-Roll

Custodian's Guide

Care of Tools and Equipment

Vocabulary

tool box)		
wet mop - strings)		
broom - bristles)		
dust mop)		
scrubbing machine)		picture page
brush)		
pad)		
vacuum)		
tank)		
beater bar)		
cleaned)		
hung)	T.P.R.	student pantomimes action
brushed)		after demonstration by teacher
washing)		
store)		
emptied)		
wipe)		

1. About the Reading. Answer these questions. Fill in blanks using vocabulary:

1. The _____ _____ is broken. We cannot scrub the floor.
2. I need a new _____ for the scrubbing machine.
3. Everyday we _____ the carpet.
4. The _____ on the vacuum will not pick up the dirt.
5. Store the _____ _____ hanging with the strings down.
6. The _____ _____ should be closed and locked.
7. The _____ on the vacuum should be emptied after each use.
8. What do you do to each tool before you put it away?
   Why?

2. Tools match the words on the left to the answers on the right.

dust mops	These should be hung, strings down.
bag	These should not be left on the machine.
bristles	These should be cleaned and brushed.
scrubbing machine	These can be used for wet or dry cleaning.
wet mops	This should be cleaned out.
vacuums	These should not become crushed.
equipment	This scrubs the floors.
brush, pad, block	These should be cleaned after use.

3. Engings ed, ing

	ed	ing
clean		
hang		
brush		
wash		
store		
empty		
wipe		

Anchorage School District

Conversation and Key Words for ASD Custodial Employees

Level 1

A-33 Dry

Keep from children

Mix 1 packet
1 gallon warm water
No other cleaner

Damger: eyes - call a doctor
wash out

mouth - drink lots of water
call a doctor

skin - wash off
clothes - wash & dry

Level II

A-33 Dry

Keep away from children

DANGEROUS to eyes, skin, mouth

Call a doctor: in eyes, swallowed

Mix 1 packet (do not open)
1 gallon warm water

* Do not add a different cleaner

Make fresh each day

Level III

A-33 Dry

Danger: Keep from children

Directions:

Use only this way

Make new solution every day

1 packet to 1 gallon warm water

* Do not mix with anything else

Do not touch with wet hands

Be Careful: Put packet into bucket. Do not open.

Corrosive - It burns eyes and skin
Do not drink (swallow)
Do not get on food
Do not breathe spray

Treatment	(skin):	Wash for 15 minutes
	(eyes):	Call a doctor, wash out
	(clothes):	Wash before using again
	(swallowed):	Drink lots of water, egg whites or gelatin. Call a doctor.

National Bank of Alaska

P.O. Box 196127 Anchorage, AK 99519-6127
907-267-5700 or Toll Free 1-800-478-5706

ANCHORAGE BRANCHES

Main Office, 301 W. Northern Lights

Dimond Blvd., 745 E. Dimond

Dimond Mall, 800 E. Dimond, Ste 116

Fifth Avenue, 630 E. Fifth Ave. Ste 101

510 L Street, 510 L Street

Fourth Avenue, 446 W. Fourth Avenue

Frontier, 7731 E. Northern Lights

Huffman, 1351 E. Huffman Road

Minnesota-Benson, 1500 W. Benson

Northway Mall, 3101 Penland Pkwy

Russian Jack, 5700 DeBarr Road

Sand Lake, 6961 Jewel Lake Road

Sears Mall, 600 E. Northern Lights

Spenard, 2709 Spenard Road

OTHER STATEWIDE BRANCHES

Barrow, 1078 Kiogak Street

Bethel, 460 Ridgecrest

Cordova, 515 Main Street

Delta, Mile 266.5 Richardson Hwy

Dillingham, D and Seward Street

Eagle River, 16600 Centerfield Drive

Fairbanks, Bentley, 34 College Road

Fairbanks, College, 794 University Avenue

Fairbanks, Cushman, 613 Cushman

Fairbanks, Gaffney, 620 Gaffney Road

Glennallen, Mile 187.5 Glenn Hwy

Homer, 203 West Pioneer Avenue

Homer, Lake Street, 4014 Lake Street

Juneau, 123 Seward Street

Juneau, Glacier Valley, 9150 Old Glacier Hwy

Kenai, 11210 Kenai Spur Hwy

Ketchikan, 306 Main Street

Ketchikan, Tongass, 2415 Tongass Avenue

King Salmon, King Salmon Mall

Kodiak, 202 Marine Way

Kodiak, Mill Bay, 2645 Mill Bay Road

Kotzebue, Lagoon Street at Second

Metlakatla, Milton Street

Nome, 250 East Front Street

North Pole, 381 Santa Claus Lane South

Palmer, 705 South Bailey

Petersburg, 201 N. Nordic Drive

Prince of Wales, 1330 Cra[illegible]-Klawock Hwy.

Seward, 908 3rd Avenue

Sitka, 300 Lincoln Street

Skagway, Sixth and Broadway

Soldotna, 44552 Sterling Hwy

Valdez, 337 Egan Drive

Wasilla, 581 West Parks Hwy

Wasilla, Cottonwood Creek Mall,
1701 East Parks Hwy.

Wrangell, 115 Front Street

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Deposit Agreement

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National Bank of Alaska

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SCOPE AND APPLICATION

The "Bloodborne Pathogens" Standard applies to facilities or operations where exposure to human blood or other potentially infectious materials is possible. The original thrust of the regulation was aimed at healthcare facilities such as:

- o Hospitals.
- o Clinics.
- o Nursing Homes and other long term care facilities.
- o Medical Laboratories.
- o Bloodbank and plasma centers.

However, the Standard also affects virtually all industrial facilities, since many employees are periodically exposed to blood or blood contaminated materials in a number of situations, including:

- o As internal "first responders" on Hazmat Teams, Fire Brigades, First Aid Teams, etc.
- o Cleaning up first aid and rescue equipment after it has been used.
- o In company medical offices.
- o Through trash containing contaminated band-aids, bandages, and feminine hygiene products.
- o During cleanup after industrial accidents where employees have been injured.

There is one "exemption" to the regulation, that is "Good Samaritan" acts performed by employees. In this sense, it is not necessary to provide the training required by this regulation to employees who you would not expect to encounter human blood or other potentially infectious materials in their jobs...but who might be called on to provide "first aid" to a fellow employee who had cut himself on the job. However, because of the publicity bloodborne diseases have received, and employees' sensitivity to the subject, many companies are choosing to include their entire workforce in the training sessions they conduct.

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Barratt Inn

REPORTING DAMAGE TO MAINTENANCE, ext. 6182

Bathroom:

bathtub spout (and diverter)	
bathtub stopper	is broken
bathtub strips	are loose
shower knob	
shower knob cap	is missing
shower head	
tile(s)	is/are broken
	has/have holes
	need(s) new grout
faucet	drips, runs
hairdryer	hose or handle is off
	doesn't work
sink	leaks
	is chipped
toilet	runs
	overflows
	doesn't drain or empty
	bolt caps are loose/missing
	doesn't fill (has no water)
toilet paper roller rod	is missing
toilet seat	is loose
	is scratched or chipped
vanity light	needs lightbulbs

Electrical:

cord	doesn't work, is broken, sparks
outlet	doesn't work, sparks
switch	doesn't work, sparks
lamp	needs light bulbs
TV (television)	knob loose/missing
remote control	is missing
	batteries are gone
	cover is missing

Furnishings:

barrel chairs	a wheel came off
coat rack	is loose
curtain rod	is loose or down (off)
desk chairs	
desk	is scratched, dented, chipped
headboard	is scratched, dented, chipped
nightstand	is scratched, dented, chipped
	drawer is broken
	drawer track is broken or loose
drapes	are stuck (can't open or close)
drape pull	came apart or came off
drape wand	came apart or came off
drape track (curtain rod)	
curtain or drape snaps	pulled out or are broken

carpet	is stained
	has a hump
picture	glass is broken
Other:	
baseboard	is loose, scratched, dented
baseboard heater	
ceiling	is mildewed, needs paint
ceiling tile	is broken, has holes
	isn't level
hinge	on door or cabinet, is loose, broken, or missing
	or the hinge pin is loose
screen (window)	is loose, missing or torn
security latch on doors	is broken, loose or missing
smoke detector	is loose or hanging
telephone (handset and cord, face plate, message light	the room number is missing
window stick	is missing
weatherstripping	is loose or ripped
wall	has cracks or holes
	needs paint
wallpaper	is ripped, stained or loose

Anchorage Daily News

Packaging Center

Daily Production Report

EDITION DATE: _____ DAY: _____

Press Start:

DEADLINE: 12:40 Mon,Tue, Wed, Thu, Sat

12:10 Fri, Sun

_____

_____

Press Stop:

DEADLINE: 3:50 Mon, Tue, Thu

3:40 Wed, Fri / 4:10 Sat / 4:40 Sun

_____

_____

Press Run: _____

PC Waste: - _____

Ad Tear Papers - _____

Additional Papers + _____

Req By: Circ - PC

Adjusted Draw: _____

NIE'S: _____

Press Good Copy: _____

PC Copies: _____

Press Running Wst:- _____

PC-Press Good Copy: _____

Variance (+ or -): _____

PC Run Waste _____

Shortage Recovery _____

Shortage Employee _____

Shortage In-House _____

Total Shortage _____

Insert Machine Totals

Harris Primary: _____

Harris Secondary: _____

GMA: _____

Muller: _____

Machine Totals: _____

Clean Up Totals: _____

PC Net to Circ: _____

Adj. Circ Draw: _____

Variance to Circ: _____

Variance Due to: _____

1st Bundle: _____

Deadline: 12:55 Mon, Tue, Wed, Thu, Sat/ 12:25 Fri, Sun

HD Clear: _____

Deadline: 3:20 Mon, Tue, Wed, Thu/ 3:22 Fri/ 4:06 Sat/ 3:55 Sun

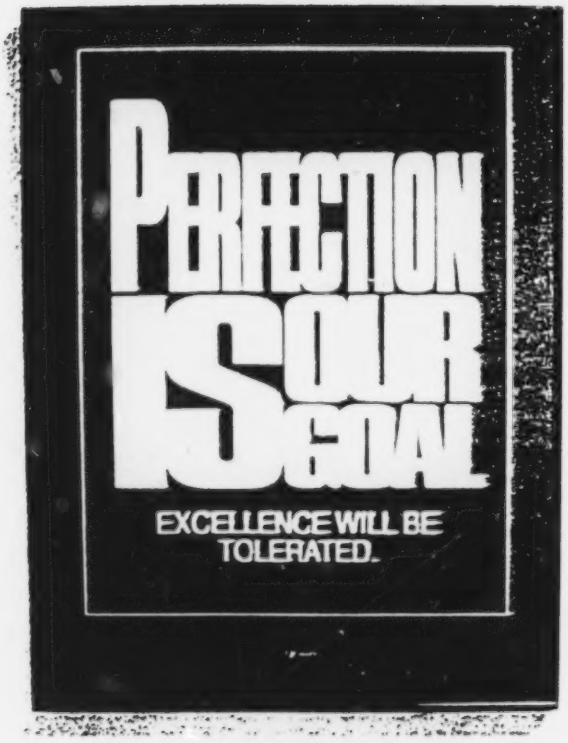
SC Clear: _____

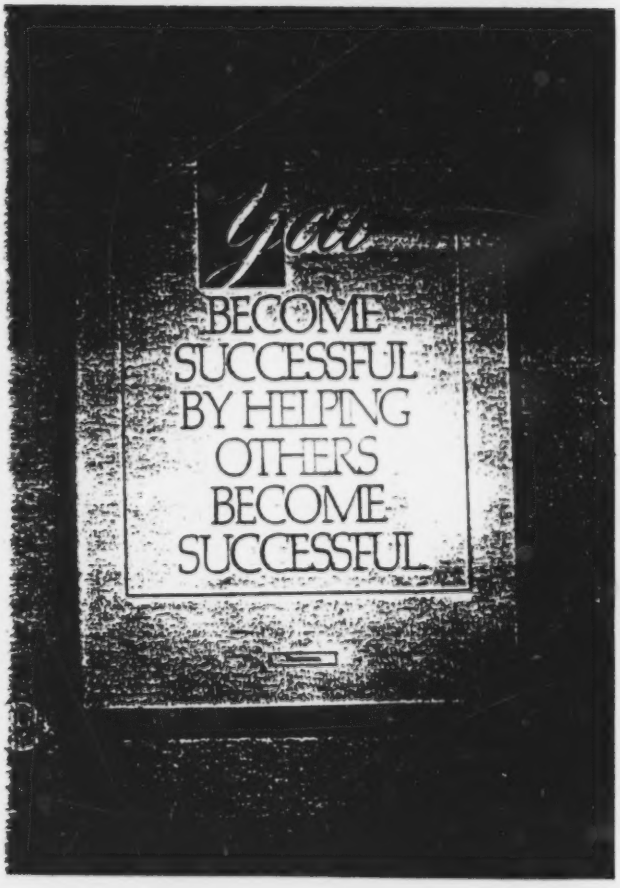
Deadline: 3:40 Mon, Tue, Wed, Thu/ 3:47 Fri/ 4:24 Sat/ 4:31 Sun

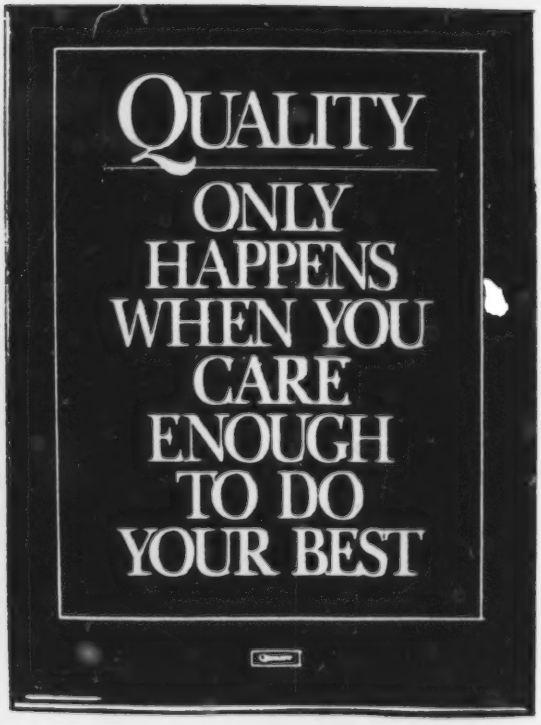
Last Bundle: _____

Deadline: 12:40 Mon, Tue, Wed, Thu, Sat/ 12:10 Fri, Sun

Alaska Cleaners







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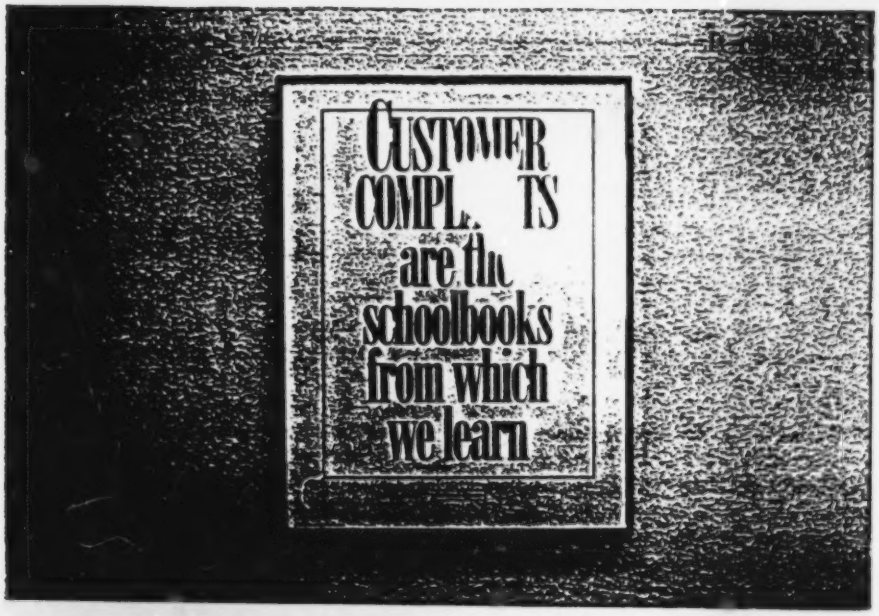

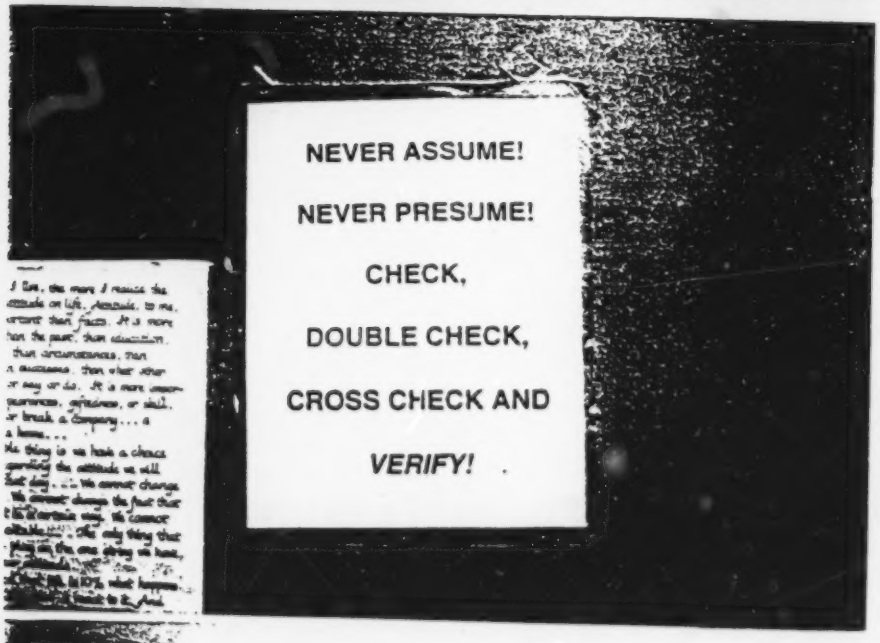

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APPENDIX B

Recruitment

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RECOGNITION FOR PARTICIPANTS IN THE ASD WELLNESS PROGRAM

Eric Adams
Dennis Bannatyne
Nicholas Bays
Dannie Bolden
Rolando Bugarin
Irene Clark
Debbie Crawford
Eduardo Dagdag
Robert Davis
Lewis Dean
Thomas Dwiggins
Michael Fullerton
Henry Ha
Michael Hitchman
Henry Jackson
Charles King
Kevin Leddy
Le Leigh
Elroy Mack
Song Mortiboy
Peter Paulus
Stacey Sanford
Allean Taylor
Josephine Taylor
Willie Taylor
Herbert Turner
Johnny Williams
Delores Winton
William Yamat
Ki Hyung Yi

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ANNUAL CUSTODIAL MEETING
1993-1994

ANNUAL CUSTODIAL MEETING

EAST HIGH SCHOOL AUDITORIUM
2:00PM
WEDNESDAY, AUGUST 25, 1993

We welcome each of you to the Annual Custodial Meeting for 1993-1994. Hopefully, you all had an enjoyable Summer.

We look forward to a productive year. Together we can, and will succeed.

At the conclusion of this meeting, you are all invited to join us for hot dogs and soft drinks in the common area outside the auditorium, compliments of the Operations supervisory staff.

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AGENDA

OPENING REMARKS	CHARLES KING
INTRODUCTIONS Operations Staff, Supervisors, & Crew Chiefs	DANNIE BOLDEN
LITERACY PROJECT	ROSELYNN CACY
BUDGET REDUCTIONS Realities of a thin wallet and how it affects us	CHARLES KING
BUILDING SECURITY Protecting the buildings and contents	MIKE FULLERTON
INTRODUCTION OF GUESTS	HERBERT J. TURNER

Sharon Richards	School Board President
Bob Christal	Superintendent
Brent Rock	Assistant Superintendent
John Alexander	Executive Director for Labor Relations

SLIDE PRESENTATION "Those Who Made a Difference"	CHARLES KING
AWARDS & RECOGNITION	HERBERT J. TURNER
SAFETY ON THE JOB	

Tricia Anderson	ASD Benefits Department
Liz Dowler	Executive Director of Reclaim Work Therapy

WORDS FROM THE DIRECTOR	HERBERT J. TURNER
CLOSING REMARKS	HERBERT J. TURNER

Anchorage Workplace Literacy Project
ANCHORAGE LITERACY PROJECT
1345 RUDAKOF CIRCLE, SUITE 104
ANCHORAGE, ALASKA 99508

71

PLACE STAMP HERE

Anchorage Workplace Literacy Project
can help you improve your literacy skills through worksite classes, a literacy computer lab and individual tutoring.

Classes are designed to meet individual and workplace needs.

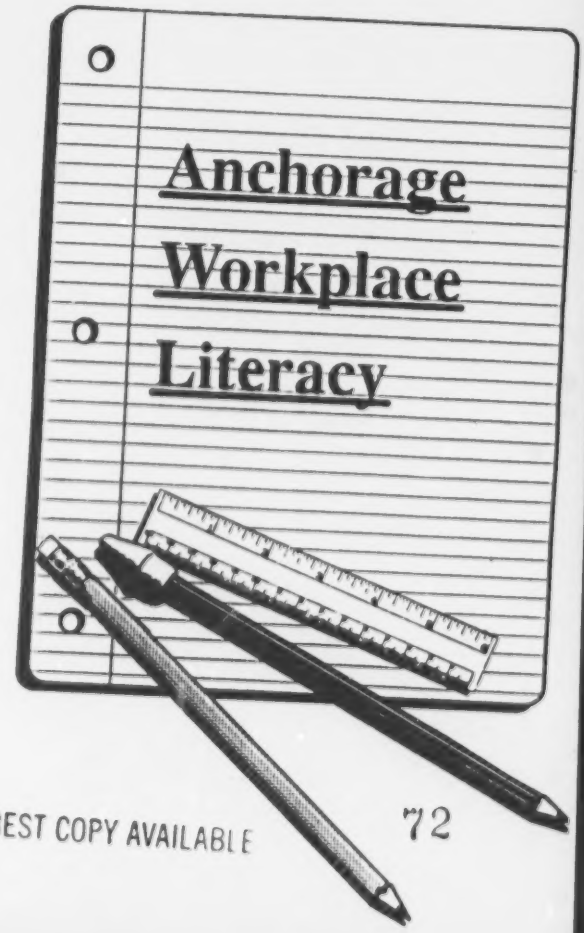
Funding for the Anchorage Workplace Literacy Project is provided through a $299,969 grant (70%) from the U.S. Department of Education, National Workplace Literacy Program with matching local funds.

FREE CLASSES

for Anchorage School District Employees

Clases Gratis

무료공부반



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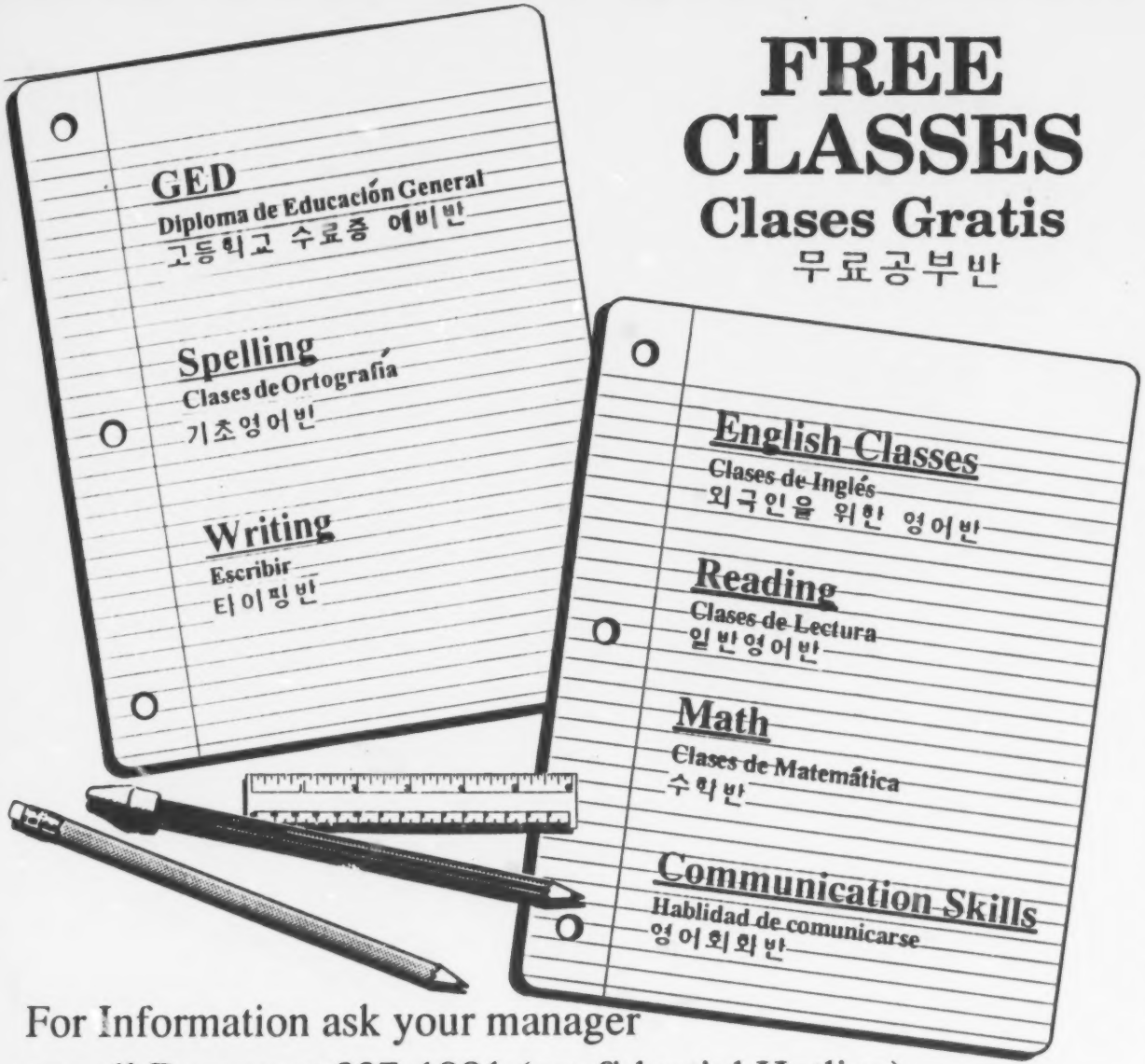
72

FREE CLASSES

Clases Gratis

무료공부반



For Information ask your manager
or call Bumpy at 337-1981 (confidential Hotline)

Para más información, pregunte a su director o llame a Bumpy,
numero de telefono confidencial 337-1981

상세한 문의는 당신의 매니저에게나 또는 범피
(337-1981)에게로 하십시오. 73

Name: _____

Address: _____

_____

Phone: _____

I can attend classes:

__ mornings
__ afternoons
__ evenings

I am interested in the following classes:

__ English classes
__ GED
__ Reading/Writing/Spelling
__ Math
__ Other _____

_____

Please return this form to:

Roselynn Cacy or Bumpy Poole
Anchorage Workplace Literacy Project
1345 Rudakof Circle #104
Anchorage, AK 99508

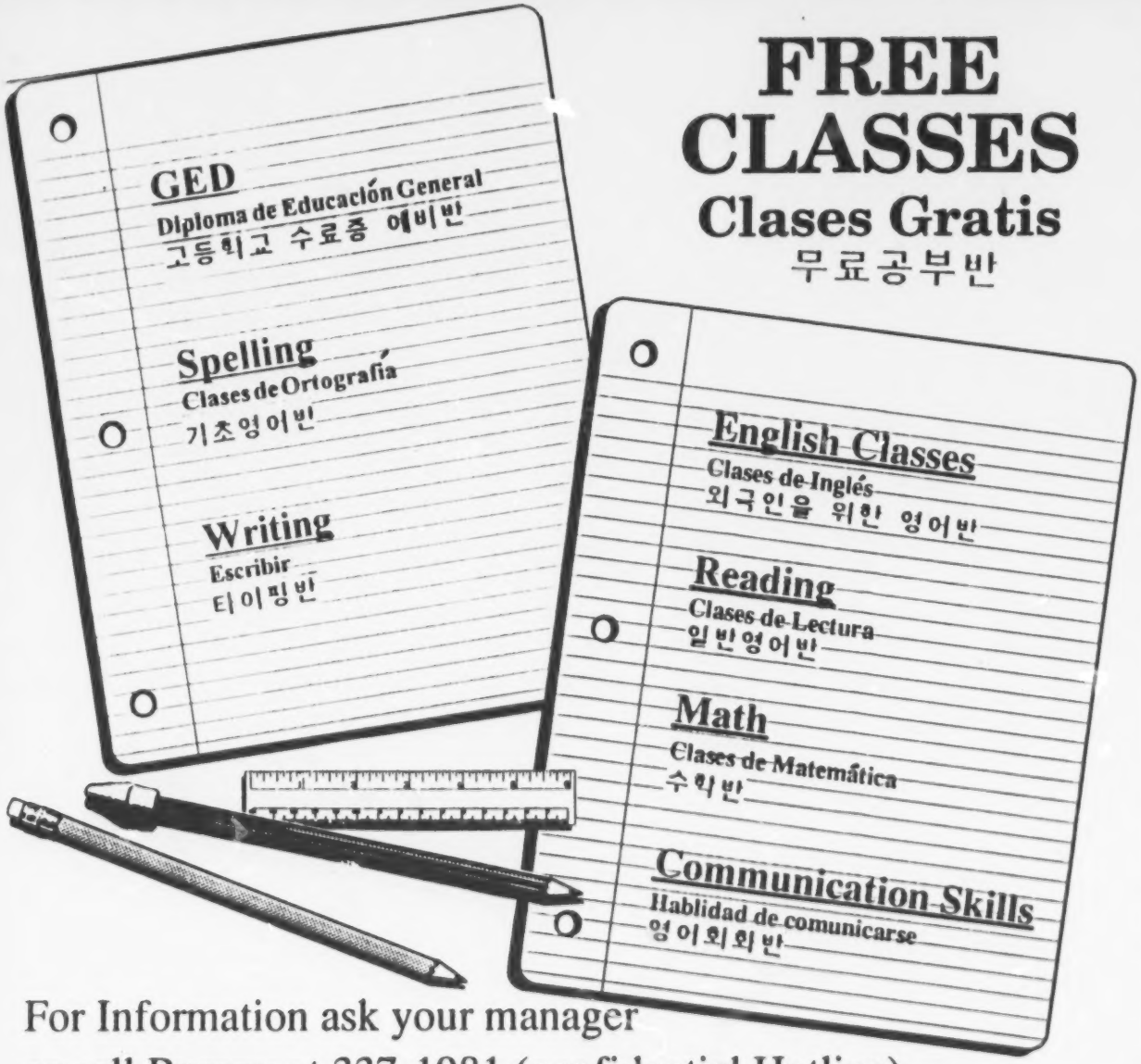
337-1981
(confidential hotline)

74

FREE CLASSES

Clases Gratis

무료공부반



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_____

Phone: _____

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__ afternoons
__ evenings

I am interested in the following classes:

__ English classes
__ GED
__ Reading/Writing/Spelling
__ Math
__ Other_____

_____

Please return this form to:

Roselynn Cacy or Bumpy Poole
Anchorage Workplace Literacy Project
1345 Rudakof Circle #104
Anchorage, AK 99508

337-1981
(confidential hotline)

Anchorage Workplace Literacy Project
ANCHORAGE LITERACY PROJECT
1345 RUDAKOF CIRCLE, SUITE 104
ANCHORAGE, ALASKA 99508

PLACE STAMP HERE

77

Anchorage Workplace Literacy Project can help you improve your literacy skills through worksite classes, a literacy computer lab and individual tutoring.

Classes are designed to meet individual and workplace needs.

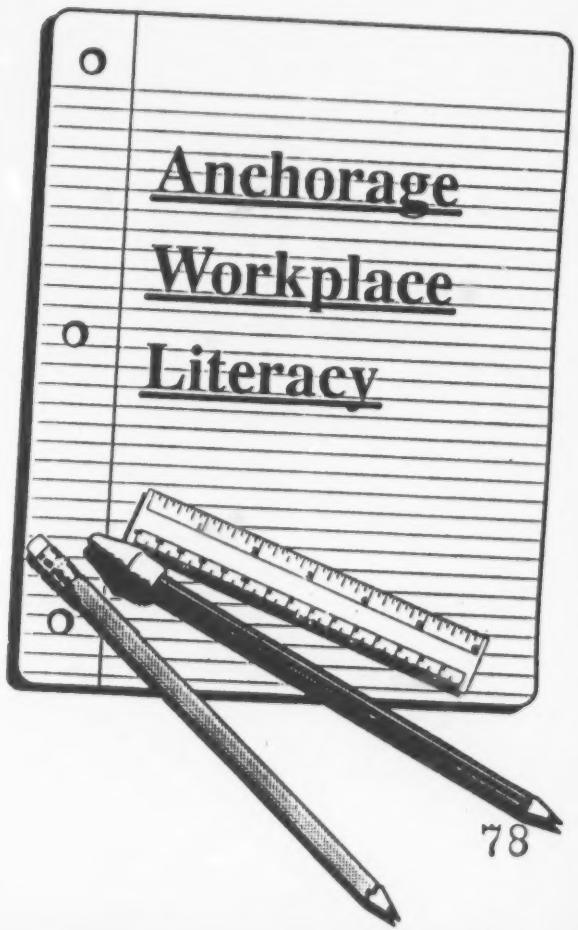
Funding for the Anchorage Workplace Literacy Project is provided through a $299,969 grant (70%) from the U.S. Department of Education, National Workplace Literacy Program with matching local funds.

FREE CLASSES

for Carr-Gottstein Foods Co. Employees

Clases Gratis

무료공부반



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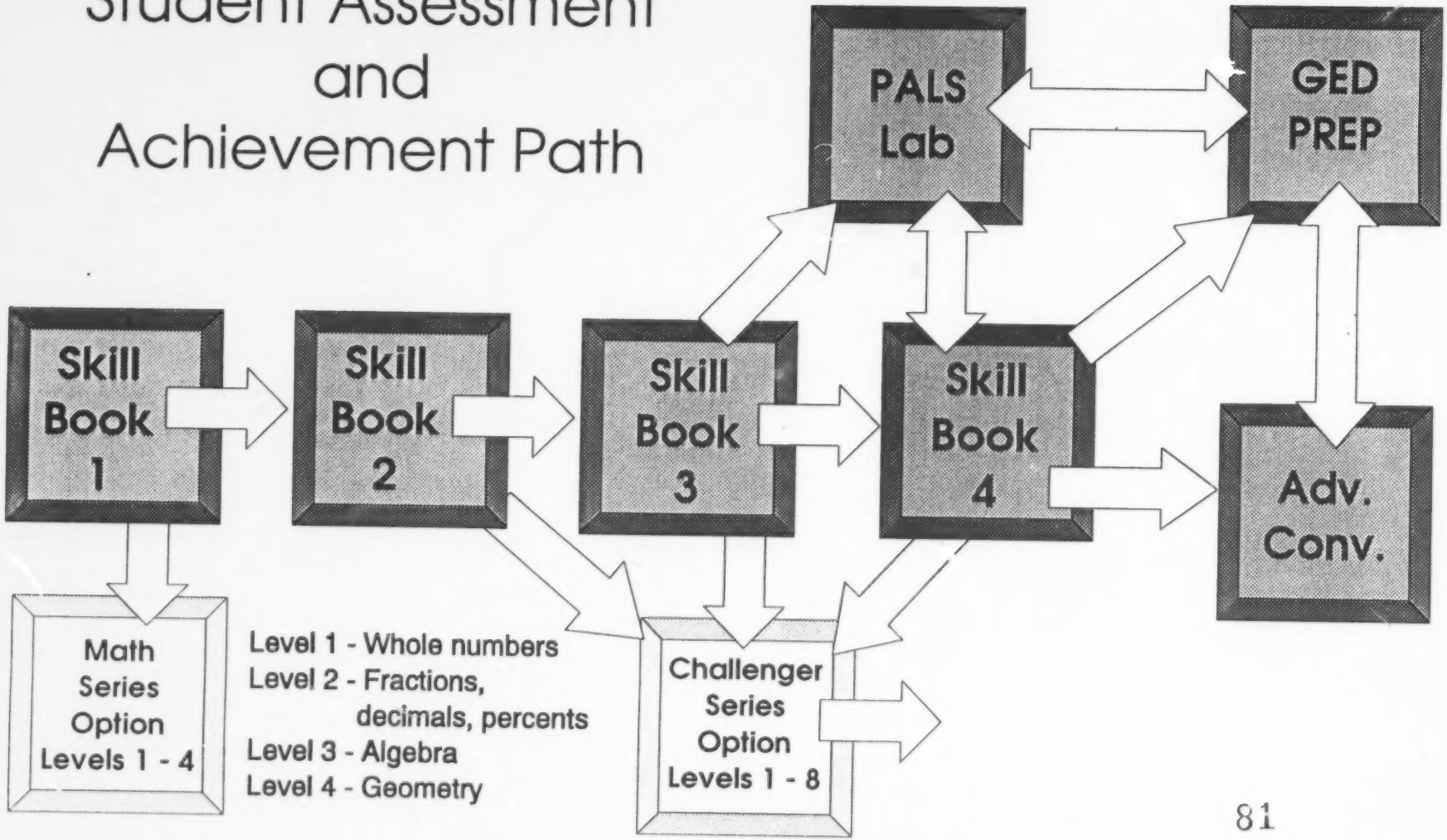
APPENDIX C

Student Assessment

Anchorage Literacy Project

Student Assessment and Achievement Path



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AWL
ENROLLMENT FORM

TUTOR:_____
DATE:_____
LEVEL:_____

NAME:_____

ADDRESS:_____
(Street) (City) (Zip)

PHONE: (H)_____(W)_____(Message)_____

BIRTHDATE:_____AGE:_____MALE:_____FEMALE:_____

HOW DID YOU LEARN OF THIS PROGRAM?

TV_____ Friend_____

Radio_____ Newspaper_____

Agency_____ Other_____

_____ _____

ETHNIC INFORMATION:

Asian_____ Caucasian_____
Pacific Islands____ Hispanic_____
Black_____ Other_____
Natuve/Indian____

Native Language/Country_____

_____

FAMILY INFORMATION: Marital Status:____# in Household:_____Ages of Children:_____

EDUCATIONAL INFORMATION: Last grade school attended:_____

College/University Course_____

EMPLOYMENT INFORMATION: Occupation: _____
Currently Employed: _____
Place of Employment: _____
How long with company:

Work Schedule: _____

_____

Permission to tell employer you are studying: Yes_____No_____

FINANCIAL INFORMATION: Public Assistance:_____Low/Moderate Income:_____
Other Federal Programs: _____
Homeless: _____

HANDICAP: Vision____Hearing:____Speech:____Mobility:____Learning:____Other:_____

STUDENT AVAILABLE: Morning:_____Afternoon_____Evening:_____
CAN STUDENT TRAVEL:_____

STUDENT OBJECTIVES:

Anchorage Workplace Literacy Project

NATIONAL WORKPLACE LITERACY PROGRAM INFORMATION FORM

5-1-93 to 12-31-94

Part 1: Program Parameters

1. Target No. to be Served: 192

2. No. Served at Each Site to Date:

Site 1.	28	Site 6.	26
Site 2.	34	Site 7.	27
Site 3.	15	Site 8.	79
Site 4.	17	Site 9.	17
Site 5.	19	Site 10.	

3. Total No. Served: 262

4. Fed. Funds Obligated: $299,969

5. Matching Funds/ In-Kind: 143,988

6. Value Release Time: $8,974

7. No. Participating in Programs Offered:

Basic Skills	64
GED	9
ESL	189

8. Contact Hours Provided: 7,871

(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 39.5

2. Sex: No. Males 85 No. Females 177

3. Race/ Ethnicity: No. who are:

White	41	Am. Indian/ Alaska Native	1
Black	15		
Hispanic	69	Asian/Pacific Islander	136

4. No. Single Head of Household: 5

5. No. Limited English Proficient: 189

6. Outcomes

	No. Participants
a. Tested higher on basic skills	76
b. Improved communication skills	73
c. Increased productivity	50
d. Improved attendance at work	
e. Increased self-esteem	69

7. Years with the company

	No. Participants
Unemployed	3
0-5	124
6-10	23
11-15	15
16-over	4

2-Way Contingency Table for Participants Completing Planned Activities

ENTER LEVLSB_LEVEL

FREQUENCY / EXPECTED / TOT PCT / ROW PCT / COL PCT	EXIT LEVEL 1	2	3	4	5	6	7	8	TOTAL
1.0 Entry Levels	22 5.8 10.5 40.0 100.0	14 13.6 6.7 25.5 26.9	12 13.9 5.7 21.8 22.6	3 3.7 1.4 5.5 21.4	2 2.6 1.0 3.6 20.0	1 2.1 0.5 1.8 12.5	1 10.0 0.5 1.8 2.6	0 3.4 0.0 0.0 0.0	55 26.2
2.0	0 6.8 0.0 0.0 0.0	38 16.1 18.1 58.5 73.1	23 16.4 11.0 35.4 43.4	2 4.3 1.0 3.1 14.3	1 3.1 0.5 1.5 10.0	0 2.5 0.0 0.0 0.0	1 11.8 0.5 1.5 2.6	0 4.0 0.0 0.0 0.0	65 31.0
3.0	0 3.0 0.0 0.0 0.0	0 7.2 0.0 0.0 0.0	18 7.3 8.6 62.1 34.0	4 1.9 1.9 13.8 28.6	5 1.4 2.4 17.2 50.0	0 1.1 0.0 0.0 0.0	2 5.2 1.0 6.9 5.3	0 1.8 0.0 0.0 0.0	29 13.8
4.0	0 0.6 0.0 0.0 0.0	0 1.5 0.0 0.0 0.0	0 1.5 0.0 0.0 0.0	5 0.4 2.4 83.3 35.7	1 0.3 0.5 16.7 10.0	0 0.2 0.0 0.0 0.0	0 1.1 0.0 0.0 0.0	0 0.4 0.0 0.0 0.0	6 2.9
5.0 Advanced English	0 0.1 0.0 0.0 0.0	0 0.2 0.0 0.0 0.0	0 0.3 0.0 0.0 0.0	0 0.1 0.0 0.0 0.0	1 0.0 0.5 100.0 10.0	0 0.0 0.0 0.0 0.0	0 0.2 0.0 0.0 0.0	0 0.1 0.0 0.0 0.0	1 0.5
6.0 GED reparation	0 0.6 0.0 0.0 0.0	0 1.5 0.0 0.0 0.0	0 1.5 0.0 0.0 0.0	0 0.4 0.0 0.0 0.0	0 0.3 0.0 0.0 0.0	6 0.2 2.9 100.0 75.0	0 1.1 0.0 0.0 0.0	0 0.4 0.0 0.0 0.0	6 2.9
7.0 PALS	0 3.7 0.0 0.0 0.0	0 8.7 0.0 0.0 0.0	0 8.8 0.0 0.0 0.0	0 2.3 0.0 0.0 0.0	0 1.7 0.0 0.0 0.0	1 1.3 0.5 2.9 12.5	34 6.3 16.2 97.1 89.5	0 2.2 0.0 0.0 0.0	35 16.7
8.0 Math	0 1.4 0.0 0.0 0.0	0 3.2 0.0 0.0 0.0	0 3.3 0.0 0.0 0.0	0 0.9 0.0 0.0 0.0	0 0.6 0.0 0.0 0.0	0 0.5 0.0 0.0 0.0	0 2.4 0.0 0.0 0.0	13 0.8 6.2 100.0 100.0	13 6.2
TOTAL	22 10.5	52 24.8	53 25.2	14 6.7	10 4.8	8 3.8	38 18.1	13 6.2	210 100.0

CHI SQUARE = 735.80 with DF= 49 p-value = 0.000

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CERTIFICATE OF ACHIEVEMENT

This certifies that

Suni Dingle

has successfully completed 96 hours of ***English Instruction***, offered by the Anchorage Workplace Literacy Project, in partnership with The Best Western Barratt Inn.

Helen Ransom
Richard King
Instructor

June 30, 1994
Date

EACH ONE TEACH ONE

Roslynn Lacy
Project Director
Anchorage Workplace Literacy

APPENDIX D

Staff Development

Anchorage Workplace Literacy (AWL)
November 30, 1993
10:00 am
AGENDA

9:50-10:00am	Tour of facilities for early arrivals	
10:00-10:15	Background of Anchorage Literacy Project Definitions of literacy and Workplace Literacy	Roselynn Cacy Project Director AWL
10:15-10:30	Anchorage Workplace Literacy Project From the Business point of view Getting started	Bob Lozzeo Alaska Cleaners
10:30-10:45	From the business point of view	Sheraton Anchorage Hotel
10:45-10:50	Introductions Changes in the Next Grant Cycle	Roselynn Cacy
10:50-11:00	Questions	Roselynn Cacy et al
11:00-11:10	Break	
11:10-11:30	Writing the Grant	ALP and business partners

Staff Development Meeting Agenda
Workplace Literacy
January 18, 1994

I. Teach Literacy Skills needed in the Workplace

A. Conduct job task analyses
B. Develop and modify curriculum
C. Collect and share samples

II. Promote Partnerships

A. Advisory Committee
B. Staff Development
Report on AAACE Conference
PALS

III. Number & Characteristics of Participants

A. Provide Literacy instruction to 192 employees
May 1993 - ___ to date
B. Characteristics

IV. Site Review
Sheraton - Rich, Liz (Mon - 2:30-4:00)
Carrs - Roselynn, Bumpy
Q-1 - Polly, Doreen
Hotel Captain Cook - Liz, Bumpy
Anchorage School District (ASD) - Rich
Barratt Inn - Doreen
Anchorage Daily News - Roselynn, Bumpy
Alaska Cleaners - Bumpy, Ginger
National Bank of Alaska - Polly, Bumpy

V. Evaluation

VI. Dissemination
Parkview (Housing)
NANA
Marathon
Fairbanks
Aleutian Pribilof
Alascom

VII. Other Significant Developments

Staff Development Meeting Agenda
Workplace Literacy

May 2, 1994

I. Teach Literacy Skills needed in the Workplace

II. Promote Partnerships
Recognition

III. Number & Characteristics of Participants

A. Provide Literacy instruction to 192 employees
May 1993 - Mar 1994: 183 to date
B. Characteristics - Handout (Linda)
C. Outcomes - Student Questionnaire

IV. Site Review
Sheraton - Rich, Liz, Doreen
Carrs - Roselynn, Bumpy, Doreen
Q-1 - Polly, Liz
Hotel Captain Cook - Doreen, Liz, Bumpy
Anchorage School District (ASD) - Rich, Bumpy
Barratt Inn - Doreen
Anchorage Daily News - Roselynn, Bumpy, Doreen
Alaska Cleaners - Bumpy, Ginger, Marilyn
National Bank of Alaska - Polly, Bumpy, Roselynn

V. Dissemination
Mary Conrad Center
Sitka

10:30

Skillbooks Go to Work - Nancy Chamberlain, Exec. Housekeeper
- Polly Smith, Curriculum Developer

VI. Other Significant Developments
PEN

Staff Development Meeting Agenda
Workplace Literacy

August 22, 1994

I. Number & Characteristics of Participants

A. Provide Literacy instruction to 192 employees
May 1993 - June 1994: 207 to date
B. Characteristics - Handout
C. Outcomes - Student Questionnaire

II. Promote Partnerships
Recognition - International Literacy Day Certificates

III. Site Review
Sheraton - Rich, Karen
Carrs - Bumpy, Doreen
Q-1 - Polly, Liz
Hotel Captain Took - Ginger
Anchorage School District (ASD) - Rich, Karen
Barratt Inn - Roselynn
Anchorage Daily News - Roselynn, Bumpy, Doreen
Alaska Cleaners - Bumpy, Ginger
National Bank of Alaska - Bumpy, Roselynn

IV. Evaluation
Ruth
Staff

V. Curriculum
Task Lists

VI. Dissemination
Parkview (Housing)
NANA
Fairbanks
Aleutian Pribilof

VII. Other Significant Developments
PEN

Staff Development Meeting Agenda
Workplace Literacy

October 4, 1994

I. Grant Extension
   December 31, 1994
   November 30, 1994 completion of most classes
   October 1, 1994 staff reduction
   What is left to do!

II. Maximize resources
   Lab-training volunteers
   What classes are open to other workplace students?

III. Number & Characteristics of Participants

   A. Provide Literacy instruction to 192 employees
      May 1993 - August 1994: 214 to date
   B. Characteristics - Handout (Linda)
   C. Hours for September

IV. Anchorage Vocational Literacy
   STEP

V. Site Review
   Sheraton - Rich, Karen
   Carrs - Roselynn, Bumpy,
   Q-1 - Polly, Liz
   Hotel Captain Cook - Liz, Bumpy
   Anchorage School District (ASD) - Rich, Bumpy
   Barratt Inn - Doreen
   Anchorage Daily News - Roselynn, Bumpy, Doreen
   Alaska Cleaners - Bumpy, Ginger, Marilyn
   National Bank of Alaska - Polly, Bumpy, Roselynn

V. Dissemination
   Mary Conrad Center
   Alaska Housing
   Other

VI. Other Significant Developments

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Resource Materials

for ESL Tutors and Students

available at the Anchorage Literacy Office
1345 Rudakof Circle, Anchorage, AK 99508 • (907) 337-1981

Published July 1993
Revised January 1994

BEST COPY AVAILABLE

Book Sales / Borrowing / Procedures

All books in this listing are available at ALP

Purchases are made at the front desk. The receptionist can assist you in selecting supplemental material.

Skill Book (1 - 4) teacher's manuals are available on loan as well as for sale. You may check these out at the front desk.

Borrowed books should be returned when you are finished using them. Please take care of them; others will use the books after you.

The student books in the core curriculum are free to the student, however these must be logged in at the front desk.

Students may wish to purchase materials too.

Some books are reference - and can only be used at the ALP office.

If you call ahead to the office, the books you request can be set aside for you, to save you some time.

This is not a complete listing of the resources available at ALP. Please come in and browse through the material anytime during office hours.

All price listings are subject to change. Price listed should be seen as a general guide. ALP does not profit from any of its book sales. All sales are cost plus shipping and handling only.

Enjoy your experience with your student and call the Literacy Office if you have questions or need help.

Contents

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Vocabulary and Conversational Practice ..... 12 - 19, 25, 27, 62-66

Grammar/Spelling/Pronunciation ..... 14, 16, 20 - 29

Reading/Writing ..... 8, 10, 30 - 35, 5, 67

Daily Living and Survival ..... 33, 36 - 53

Other Series besides Laubach 54, 55

English By Music 56, 57

Teacher Aids, Ideas, Etc. ..... 20, 21, 58 - 68

ESL Teaching Materials Needed For Each Skill Level

SKILL BOOK ONE: GREEN

1

Core Curriculum Books

Teacher's Books
- ESL Teacher's Manual
- Illustration Book 1
- Skill Book 1

Student's Books
- Skill Book 1
- Workbook for SB1
- In the Valley

Correlating Supplemental Material

- Conversation Book for SB1
- Focus on Phonics1
  (Student Book and Teacher's Ed.)
- More Stories 1
- Crossword Puzzles
- Cassette Tapes

SKILL BOOK TWO: RED

2

Core Curriculum Books

Teacher's Books
- ESL Teacher's Manual
- Illustration Book 2
- Skill Book 2

Student's Books
- Skill Book 2
- Workbook for SB2
- City Living

Correlating Supplemental Material

- Conversation Book for SB2
- Focus on Phonics2
  (Student Book and Teacher's Ed.)
- More Stories 2
- Crossword Puzzles
- Cassette Tapes

SKILL BOOK THREE: BLUE

3

Core Curriculum Books

Teacher's Books
- ESL Teacher's Manual
- Reading Teacher's Manual
- Illustration Book 3

Student's Books
- Skill Book 3
- Workbook for SB3
- Changes

Correlating Supplemental Material

- Conversation Book for SB3
- Focus on Phonics3
  (Student Book and Teacher's Ed.)
- More Stories 3
- Crossword Puzzles
- Cursive Writing
  (Student Book and Teacher's Ed.)

SKILL BOOK FOUR: YELLOW

4

Core Curriculum Books

Teacher's Books
- Reading Teacher's Manual

Student's Books
- Skill Book 4
- Workbook for SB4
- People and Places

Correlating Supplemental Material

- Focus on Phonics4
  (Student Book and Teacher's Ed.)
- More Stories 4
- Crossword Puzzles

This page will be especially helpful to you when your student moves up a level. Keep it with your teaching books.

The Laubach Series

1. Teacher's Manual, *New Readers Press,*
$9.65 - $12.65

The teacher's manual for each level contains all the instructions you need to teach ESL. There is one Teachers manual for SB1, SB2, and SB4 and two for SB3.

2. Illustration Book, *New Readers Press,*
$3.85 - $4.95

SB1 - SB3 have Illustration Books - (Enhance by adding color.) The teacher's manual references these books as to when and where to use them. The student does not need a copy of illustration book.

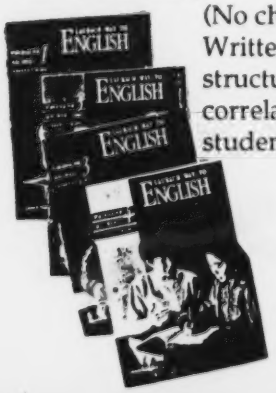
3. Skill Book, *New Readers Press,* $4.60 - $6.35
(No charge to student)

Skill books contain the reading and writing portions of the lesson. You may need your own copy for SB1 and SB2, *(the SB is reproduced in the teacher's manual for SB3 and SB4)* Each student needs a Skill Book.

4. Conversation Book, *Anchorage Literacy Project,* No charge

Includes all the dialogues, vocabulary, structure focus and drills from the T.M. Especially useful for ESL students who are stronger in reading and writing than speaking. Enables student to practice the conversation away from class without having to memorize it.

5. Workbook, *New Readers Press,* $3.85 - $5.50
(No charge to student)

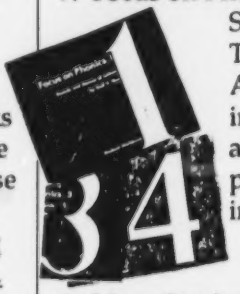


Written review of all grammar structures used in lesson. Good correlating homework for ESL students.

6. In the Valley, City Living, Changes, and **People and Places,** *New Readers Press,* $1.85 - $2.50 (No charge to student)

End of the skillbook reader. Instructions for teaching in T.M.

7. Focus on Phonics, *New Readers Press,*
Student's Books $3.85 - $4.70
Teacher's Books $5.50 - 9.10



Available on each level. Helpful in dealing with problem sounds and spellings. Includes extra practice with beginning and ending sounds.

8. More Stories, *New Readers Press,*
$3.05 - $3.60

Contains additional reading material correlating to the language level of each lesson. Usually 2 or 3 stories per lesson.

9. Crossword Puzzles, *New Readers Press,*
$1.35 - $2.00

Fun filler. Correlates with all skill books. Useful for additional word recognition and writing. Reviews lesson vocabulary using known sentence structures.

10. Cursive Writing, *New Readers Press,* Student Bk. $3.85 (No charge to student) - Teacher's Bk. $3.30

Use with SB3 to teach cursive writing.

11. Tapes, *Jan Jones,* Lending Library

Cassette tapes of the conversation exercises in Skill Book 1 and 2. Tapes can assist you if you are gone for a lesson, or if your student wants to review the lesson at home. Always teach a lesson before loaning the student the corresponding tape.

Vocabulary and Conversational Practice

12. Picture It, *Prentice-Hall, Inc.*, $8.80

This book contains a series of sequential pictures about everyday life. At the end of each sequence there is a list of correlating sentences utilizing specific structures, with instructions for grammar practice. Can also be used to tell or write a story, answer questions, or elicit free conversation speech.

13. Oxford Picture Dictionary of American English, *E.C. Parnwell*, $10.25

Contextually illustrates over 2,400 words. Provides students with a glance at American lifestyle. It is organized thematically. Available monolingual and bilingual for Cambodian, Chinese, Japanese, Korean, Spanish, and Vietnamese. Has an accompanying Beginning and Intermediate Workbook ($7.95ea.).

14. Exercises in English Conversation Book 1 and 2, *Robert J. Dixson*, $11.70

Each unit contains a short conversation followed by ten comprehension question which stimulate natural conversation about topic. Next, a grammar drill, vocabulary section and finally a review section. Book 1 can be used on the SB1 & SB2 levels, and Book 2 with SB3 and SB4. These two books correlate with *Tests and Drill in English Grammar*.

15. The Stinchcomb Thesaurus, *Phyllis Stinchcomb*, FREE

Written by an ALP tutor, this booklet gives brief, easy to understand definitions and usages for familiar words. SB 1, 2 and 3 Level.

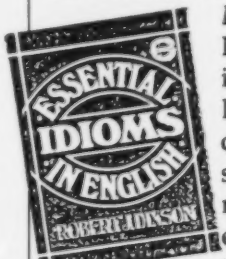
16. Everyday Dialogues in English, *Robert J. Dixson*, $8.80

These dialogues cover a wide range of everyday situations, from buying groceries to flying in an airplane. Use with the end of SB3 through SB4 or later. The vocabulary is that of everyday speech, using common expressions and idioms of American English. The dialogues are followed by open response comprehension questions, multiple choice vocabulary questions and sentence building practice.

17. A Handy Book of Commonly Used American Idioms, *Solomon Wiener*, $7.50

This pocket book contains over 1,200 commonly used American idioms in dictionary format, with brief definitions.

18. Essential Idioms in English, *Robert J. Dixson*, $13.70



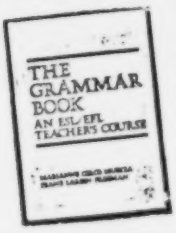
Each lesson contains 12 related idiomatic words or phrases. Each is briefly defined and accompanied by three example sentences. This is followed by a review section of substitution exercises and comprehension questions. The book is divided into three levels. These levels cover the end of SB2 through SB4. An appendix lists all the idioms in the book with their equivalents in Spanish, French and German.

19. The MacMillan Visual Dictionary, Office Use Only

Superb illustrations of over 600 subjects identifying 25,000 items. Some of the categories include: the human body, sports, the house, symbols, music, geography, architecture, the animal kingdom and many more.

Grammar/Spelling/Pronunciation

20. The Grammar Handbook, Office Use only

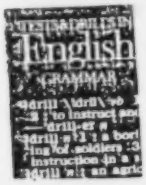


Provides detailed presentation of grammatical construction to enable the ESL tutor to effectively present grammar structure to the ESL student. A good reference book if the tutor is stumped about a point of grammar.

21. New Concise Handbook, Office Use Only

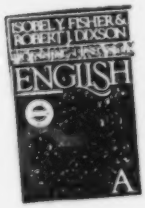
Provides a quick, easy-to-use guide to grammar, correct usage and pronunciation for the tutor.

22. Test and Drills in English Grammar Book 1 and 2, *Robert J. Dixson,* $5.25



Book one grammar drills SB1 and 2 level, Book two drills SB2, 3, and 4 Especially helpful for students who need extra practice with a specific language element.

23. Beginning Lessons in English A , *Robert J. Dixson and Isobel Fisher,* $11.70



Drills the present, present continuous, past, and future tenses; short answers; comparison of adjectives, numbers, colors; articles, pronouns; and prepositions of place. Includes dozens of review exercises. SB1 and 2.

24. Beginning Lessons in English B, *Robert J. Dixson and Isobel Fisher,* $10.95

Practices the going to future, superlatives, indirect objects, modal auxiliaries, two-word verbs, question words, conjunctions, very-too-enough, present and past perfect tense and reflexive pronouns. Skill Book 3 level.

25. Second Book in English, *Dixson,* $10.10

Each lesson is divided into pronunciation, grammar and reading, and conversation sections. Covers past tenses, indirect speech, passive voice, gerunds, infinitives, position of adverbs, and two-word verbs. Use with middle SB3 through SB 4.

26. Patterns in Spelling, *Tim Brown & Deborah Knight,* $6.55 (Student), $9.85 (T)

Book 1 - short vowels, Book 2 - long vowels, Book 3 - consonant blends and digraphs, Book 4 - other vowel sounds. This series stresses the patterns which are regularly found in English words. Integrates three ways of learning to spell: hearing, seeing, and writing the word. Lessons include: word patterns, word study, word structure, writing and dictionary skills.

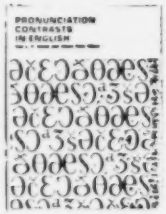
27. English Step By Step with Pictures, *Ralph Boggs and Robert Dixson,* $12.00

Uses visuals for greater comprehension of English grammar - organized by specific structure. Helpful for additional practice or a clearer understanding of a trouble spot. Reading ability not necessary. Accompanying workbook-fill in the blank, writing sentences etc. $5.25.

28. Pronouns, The "who" words of English,

Roseanne Keller, $1.65
Simple illustrations of each of the pronouns. Skill Book one level.

29. Pronunciation Contrasts in English, *D. F. Nilsen and A. Pace Nilsen,* $11.00



Excellent! Divided into three sections: vowel contrasts, consonant contrasts and multiple contrasts of vowel and consonant clusters. Use at any skill book level. Includes an indexed list of many languages and the sounds most difficult for people of these backgrounds to produce in English. Includes charts and diagrams of sound production, lists of minimal pairs, and sentences.

Reading/Writing

30. In the Know, *Micale O'Donnell and Margo Wood*, $4.50

Provides fun introductory information on everyday situations. Topics include jogging, depression, missing children, food nutrition, sleeping pills, cars, jobs, families, schooling etc. The four books in this series go from SB2 level through SB4. Each article is followed by a comprehension check section including, vocabulary, dictation, discussion and writing. Teacher's Guide for series- $4.95.

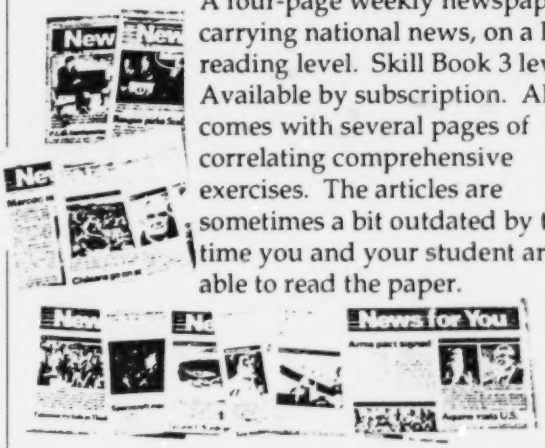
31. Reading, Thinking, Writing, *Mary Lawrence*, $7.95

Designed to teach reading analytically and writing logically. The text focuses on three cognitive skills: the ability to make extrapolations; to manipulate and to impose order on data; and to synthesize data. Divided into units the text provides lots of writing practice. Skill Book 3 and 4 level.

32. Reading in the Content Areas, Literature, Social Studies, Science, *New readers Press*, $7.70

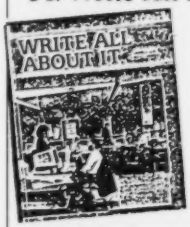
Each book contains articles about one of the above topics, subdivided further into separate stories. For example Science covers Biology, Physics, Chemistry and Earth Science. Under Biology there will be 5 or 6 stories. Use with Skill Book 4 or above. No reviews or comprehension checks included. Teacher's Guide, $7.15.

33. News for You, *New Readers Press*



A four-page weekly newspaper carrying national news, on a low reading level. Skill Book 3 level. Available by subscription. Also comes with several pages of correlating comprehensive exercises. The articles are sometimes a bit outdated by the time you and your student are able to read the paper.

34. Write All About It, *Andrea Leis and Robert Chodos*, $7.15.



Teaches writing skills using newspaper style. Emphasis is on learning how to write clearly. Teacher's Edition, $8.75

35. Pie For Me? Oh, Yes! *Ruth Talley*, Free

This pamphlet contains a timeline and several short stories illustrating verb tenses. Professionally illustrated, this amusing tale of a man who likes pie, simplifies a student's understanding of verb tenses.

Daily Living and Survival

36. The Emergency English Handbook, *Martha A. Lane*, Lending Library

On a beginner level, this book covers a variety of topics a person would need to know soon after coming into the U.S. Includes topics such as food, telling time, money, shopping, cooking, using the telephone, maps, families, personal health, checks and more. Illustrated, students read and write, workbook format.

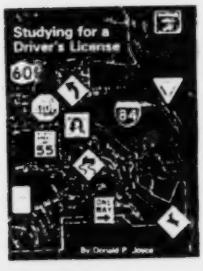
37. Government Today, *Beverly Vaillancourt*, $14.85

Explains the beginnings of the U.S. democracy, the working of all three branches of the federal government, state and local government, taxes, and being an involved citizen. Workbook- $ 7.60. Teacher's Guide, $13.30.

38. Our United States, *New readers Press*, $10.90

A brief look at the individual states, territories and capital cities. A two page overview is given of each state including facts, pictures and narrative. Workbook, $6.95. Teacher's Guide, $7.85

39. Wheels: Studying for a Driver's License, *Donald Joyce*, $10.55



Helps student study for a driver's license. Explains driving rules. Contains signs, road markings and signals. Based on New York state driving manual. Adjustments must be made for Alaska driving laws. Skill Book 2, 3 or 4 level.

40. Wheels: Taking the Wheel, *Wendy Stein*, $10.55

Learning how to drive, buy and care for a car. Skill Book 4 level. Includes photos and illustrations. No writing included.

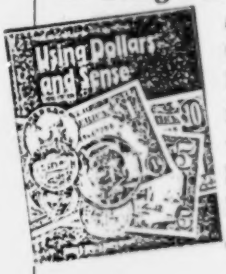
41. Wheels: Maintaining Your Car, *Jean Oates*, $10.55

Includes all the major components of a car and what should be checked, oiled, greased etc. Many clear illustrations of car parts.

42. Wheels Workbook, *Stephan Steurer*, $2.75

Contains a pre-test to help determine what parts of the above correlating books to use with your student. Workbook format. Skill Book 3 and 4 level.

43. Using Dollars and Sense, *Charles H. Kahn and J. Bradley Hanna*, $5.10

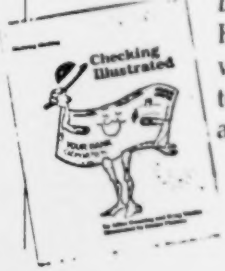


Covers the U.S. coinage and bills, addition, subtraction, multiplication and division and wise shopping. More a math book than an English Book. Skill Book 2 level, but could be easily adapted for one.

44. Managing Your Money, *Nancy Miller*, $3.50

On an upper reading level. Includes budgeting, spending less for more, money managers i.e. banks, credit, estate planning and assessing an individual's or family's needs.

45. Checking Illustrated, *Allen Manning and Doug Weeks*, $3.60



Helps student understand the whole checking process. Cartoon illustrations. Skill Book 2 and 3 level. Workbook format.

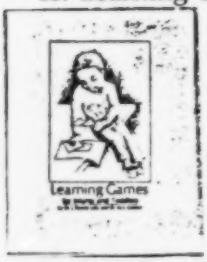
46. You are Here: A guide to Everyday Maps, Plans and Diagrams, *Stephen Martin*, $5.00

Helps students visualize what is represented in maps, plans, and diagrams. Light-hearted. Skill Book 2 and above. Workbook format.

47. Supermarket Language, *Jim Richey*, $3.80

Vocabulary and word recognition study. Includes rhyming words, homonyms, scrambled letter words, missing letters etc. Workbook format. Skill Book 2 level.

48. Learning Games for Infants and toddlers, *Dr.Lally and Dr.Gordon*, $5.25



Games to play with small children. Organized by age of child through 24 months. Simple descriptions with accompanying illustrations. Good for students with young children.

49. You Can Give First Aid, *Kim Boman*, $3.30

Covers the fundamentals of first aid using illustrations and narrative. Includes written chapter reviews. Skill Book 2 and 3 level. Covers calling 911, mouth-to mouth breathing, choking, bleeding, poisoning, shock, burns, broken bones, exposure, wounds, bites, moving the injured and first aid box. Accompanying Teacher's Guide includes related conversational practices - $5.20.

50. Filling Out Forms, *Wendy Stein*, $5.75

All about forms, how to fill them out, what kinds of wording and questions typically come up on forms. Skill Book 3 level. Teacher's Guide, $1.35

51. The Working Experience, *Jeanne Smith and Harry Ringel*, $5.50

Three book series. A collection of stories about work experiences written by students. Each story is followed by a complete English lesson based on the story including such elements as vocabulary, structure practice, conversational practice, word recognition and writing. Teacher's Guide, $11.55

52. English Spoken Here: Consumer Information, *Jerry Messec & Roger Kranich*

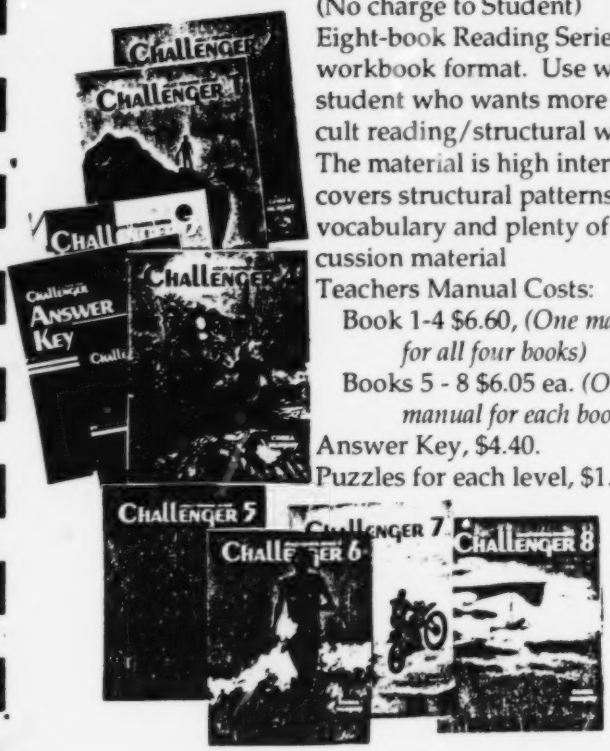
Includes five units: How much does it cost? Which Supermarket has the best prices? Would you like to try it on for size? Have you rented the apartment? and Is there a guarantee? Workbook format, includes dialogues, and many pictures.

53. English Spoken Here: Health and Safety, *Jerry Messec & Roger Kranich*

Includes five units: How are you feeling? What did the doctor say? Which medicine should I take? This is an emergency! Is that good for you? Workbook format, includes dialogues and many illustrations.

Other Series besides Laubach

54. Challenger, *Corea Murphy,* $5.80 - $8.80 (No charge to Student)



Eight-book Reading Series with workbook format. Use with a student who wants more difficult reading/structural work. The material is high interest and covers structural patterns, new vocabulary and plenty of discussion material

Teachers Manual Costs:

Book 1-4 $6.60, *(One manual for all four books)*

Books 5 - 8 $6.05 ea. *(One manual for each book)*

Answer Key, $4.40.

Puzzles for each level, $1.40.

55. Ready to Read! *Janet Fenholt,* Lending Library

This is a reading/writing program for zero-level adult readers. It is a unique method utilizing the local newspaper rather than a book as its text. It uses the sight-reading approach. Students learn to recognize words by repeating them, by association and by symbols. Phonics are integrated with the sight reading as student begin to group words using puzzles, rhymes and other techniques. It's important to note that students are learning to read *using* the newspaper, not that students are learning to read the newspaper.

English By Music

56. Tune In To English, *Uwe Kind,* $8.10

Provides a fun, relaxing way for the student to review idiomatic expressions, vocabulary and structures. Simple life situations set to melodies. Sections contain songs with melody and background to songs content, additional verses followed by various fun oriented exercises related to the grammar structure or content of the song.

57. Jazz Chants, *Carolyn Graham,* Lending Library

A fun relaxing way for the student to review rhythm. Use with middle SB2 through SB3. Life situations are set to simple melodies are in poems. Has a correlated audio tape.

Teacher Aids, Ideas, Etc.

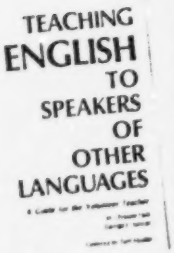
58. Using Language Experience with Adults, *Kennedy and Roeder,* $3.85

Explains the language experience teaching approach--Using the articulated experiences, thoughts and feelings of the students as the curriculum. Will aid the tutor in developing language experience as part of the lesson.

59. Games and Butterflies, *K. Kennedy and E. Sarkisian,* Office Use Only

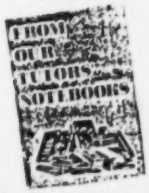
109 Games to help the ESL student learn English. Includes games for introductions, listening and speaking, working with sentences, reading, writing and grammar. Come in and browse through it at the office.

60. Teaching English to Speakers of Other Languages, *C. Hjelt and G. Stewart,* $6.55



Designed for the beginning volunteer tutor who doesn't have experience in teaching cross-culturally. Twelve short chapters give information on communication, establishing a program, second language acquisition, language-teaching techniques, grammar, pronunciation, lesson plans and how to select materials.

61. From our Tutors' Notebooks, *Anchorage Literacy Project,* $1.95



A collection of games, activities, extra reading and writing ideas gathered from local tutors. Good lesson fillers.

62. Communication - Starters and other Activities for the ESL Classroom, *Judy Winn-Bell Olsen,* Office Use Only

Numerous games and classroom activites for conversation practice as well as some reading and writing.

63. Look Again Pictures, *Judy Winn-Bell Olsen.*

Office Use Only

This book contains pairs of pictures with slight differences. It can be used with all levels of students to generate conversation, dialogs, vocabulary etc.

64. Communication Skits, *Nina Weinstein* Office Use Only

Ready to go skits on a variety of topics, all illustrated with cartoons, completely scripted with accompanying worksheets.

65. Look Who's talking, *Mary Ann Christison, Sharron Bassano,* Office Use Only

Group interaction activites to encourage conversation. Organized around several different types of groups such as pairs, small group, large group, etc.

66. Keep Talking, *Friederike Klippel,* Office use

This book is full of ideas from the simple to complex to generate conversation. Some can be done in pairs, others require a group of individuals.

67. Reading Together, *Karl Krahnke,* Office Use

A text for upper level students. The book is based on the premise that reading for meaning is the best way to learn how to read, and this process is facilitated when readers can use what they already know to help comprehend a text. Organized around general topics, each section include numerous related readings.

68. Newspapers, *Alan Maley,* Office Use

Contains over 100 creative and original ideas for making effective use of the wealth of readily available, authentic English-language texts in newspapers. The activities are practical and most need little teacher preparartion.

WORKPLACE REPORT *By Roselynn Cacy*

Curriculum developed by the Anchorage Workplace Literacy Project is now available through ERIC, the Clearinghouse on Adult, Career, and Vocational Education. The curriculum was chosen for announcement in the July, 1993 issue of RESOURCES IN EDUCATION. The documents have been transferred to microfiche for inclusion in the ERIC database. The following documents were selected:

ED 351 890 FL 800 560 AUTHOR: Cacy, Roselynn; and Others
TITLE: Skill Books Go to Work. The Development of a Workplace Literacy Program.

ED 354 355 CE 063 072 AUTHOR: Cacy, Roselynn; Smith, Polly
TITLE: First Aid Lessons. Correlated Conversation for Use with "You Can Give First Aid." Workplace Curriculum

ED 354 353 CE 063 070 AUTHOR: Jones, Jan; and Others
TITLE: Lesson Plans Prepared for Carr Grocery employees. Conversation and reading Skills Correlated with Skill Books 1-2 of "The Laubach Way to English." Workplace Curriculum.

ED 354 354 CE 063 071 AUTHOR: Jones, Jan; and Others
TITLE: Janitorial Unit Prepared for Carr Grocery Employees. Custodian's Guide Prepared for the Anchorage School District Custodial Employees. Workplace Curriculum.

ED 354 352 CE 063 069 AUTHOR: Smith, Polly; King, Richard
TITLE: Lesson Plans Used with Housekeeping Employees of the Sheraton Anchorage Hotel. Conversation and Reading Skills Correlated with Skill Books 1-3 of the "Laubach Way to English." Workplace Curriculum.

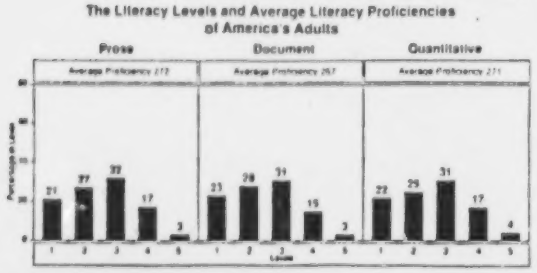
DIRECTOR'S DESK *By Donna Chaikoff*

Special Report: Result of the National Adult Literacy Survey

About 90 million adults - 47 percent of the adult population of the United States - do not have the literacy skills required to fully participate in society, according the to the initial results of the National Adult Literacy Survey (NALS). The results were released in Washington Sept. 8, International Literacy Day, by the U.S. Education Department and the Educational Testing service.

Education Secretary Richard Riley was on hand for the release, and called the results "shocking." He said they should serve as "a wake-up call for every American, including those who have finished high school, to go back to school to get an education tune-up."

Major Findings · About 40 million of the nation's 191 million adults have only the most basic skills. The most literate of these can total the items on a bank deposit slip or identify a specific piece of information in a simple newspaper story, but many others cannot. Even the most literate are unable to perform a math problem unless the numbers were already in place and the operation is specified. · Most of the adults who scored in the lowest two levels had described themselves as being able to read and write English "well" or "very well" in response to a preliminary background question. That prompted Riley to observe that "the vast majority of Americans do not know that they do not have the skills they need to earn a living in our increasingly technological society and international marketplace."



-Excerpted from Report on Literacy Programs, Vol. 5, No. 1.

Tutors, ALP News wants your student's writings. Publishing an article can be a real boost to your student's learning experience. Submit all writings to Anne Scott, at the front desk.

ALP Board of Directors:
James Egan, *President* · Dalton Thompson, *Vice President* · Jeanne Oldre, *Secretary* · Doug Everhart, *Treasurer* · *Members at Large*-- Rhea Bowman · Barbara Brown · Robert Cadieux · Jim Cheatwood · Domingo Floresta · Tom Gutierrez · Elizabeth Kellard · Michael Moxness

ALP NEWS AND VIEWS is published six times a year by the Anchorage Literacy Project, 1345 Rudakof Circle, Suite 104, Anchorage, AK 99508. Editor: Anne Scott, Design and Layout: Bonnie Lenamond, Other Contributors include: Donna Chaikoff, Roselynn Cacy, Bumpy Poole, Joyce Klabunde, Jan Jones, Linda Medsker, Brenda Mitchell, and Lynn Lewis

Two New Instructors Begin Classes at ALP

Gladys Geertz

MEET GLADYS GEERTZ: Gladys has been teaching at ALP since early February. She is working with students who have specific needs and helping them overcome some difficulties with reading and writing. Her background is in education with a B.A. in Elementary Education and an M.A. in Education with a focus on the learning handicapped. Gladys has been in Alaska since 1992. She loves to travel and has lived in Italy, Turkey, Korea and Germany.

Laura Young

MEET LAURA YOUNG: Laura was born in the territory of Alaska and raised in Anchorage.

She began tutoring one-on-one shortly after taking her ESL tutor training workshop in January of 1990. Since September, 1991, she has assisted in training over 200 ESL tutors as a member of the ESL training team.

Laura has a BBA in Accounting and an AS in Computers. This month she joined the Workplace Literacy team to teach various classes.

Seeking Tutoring and Summertime Ideas Get your tip published in *NEWS & VIEWS*

OVER THE LAST FEW MONTHS WE'VE RECEIVED SOME EXCEPTIONALLY good tips from tutors.. It really helps to have a new idea or fresh approach when your classes seem to be getting a bit unvaried. Alas, we are not getting tutor tips from our Basic tutors. We know you're out there and that you have some great ideas! PLEASE SHARE! Just send us a note or give us a call.

Also, ALL TUTORS! Please share with us some summertime tips; field trips, different types of lessons, what to do when the children are out of school, etc.

Tutors, ALP News wants your student's writings. Publishing an article can encourage your student. Submit all writings to Anne Scott, at the front desk.

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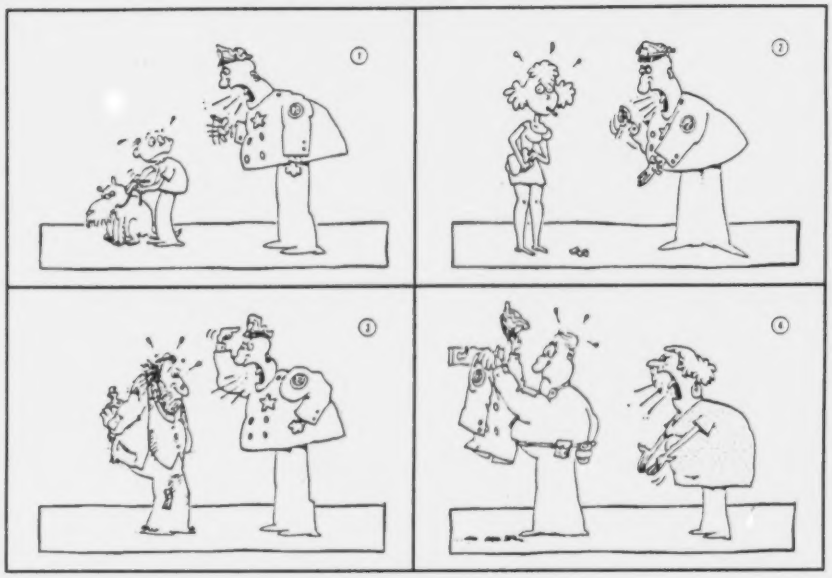
Using Cartoons in Teaching Writing

By Jan Jones

KAREN SANDERS passes on this series of pictures from *Comics and Conversation,* as a vehicle for creative writing for both Basic and ESL students. ESL students choose one picture and write a story about it, while Basic students write about the whole series.

Using the pictures...
1) Discussion of pictures
2) Select picture (ESL)
3) Students write story
4) Share stories



Dr. Robert DiDonato
Ph.D. of Miami Univ. in Oxford, Ohio and Sr. Consulting Ed. for McGraw Hill.

"Truth or Lies" Activity One of Many Presented By Dr. Di Donato at Workshop

By Jan Jones

ENLIVENING INSTRUCTION IN ESL WAS THE topic of a workshop on February 18, presented by Robert Di Donato and attended by ESL trainers and teachers of small classes.

Di Donato helped us experience what "enlivening instruction' meant as he directed the evenings activities which were alternately fun, provocative, humorous, and thought provoking. Poems were shown to be vehicles for teaching grammar, parts of speech, and the alphabet. We tried out many activites that combined listening, interviewing, recording, and speaking skills that could help our students become proficient in English. He proposed thinking of reading as a 3-step process involving: 1. Preparation, 2. Working with the text, 3. Application.

The workshop was underwritten by a grant from Nine Star Enterprises and in collaboration with the Anch. School District.

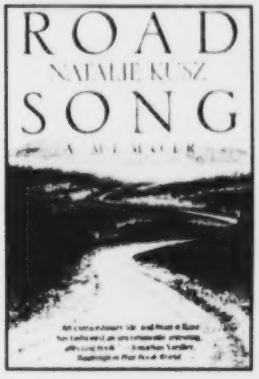
The "Truth and Lie" activity involves discriminatory listening skills as well as speaking skills. Here's how.. 1) Student writes *truth* and *lies* across top of page. 2) While teacher tells or reads a story which is true but contains a least one lie, student records facts of story under heading student thinks correct. 3) Student reports events, telling whether it was listed under truth or lies.

Spring ESL In-Service All About Games

By Jan Jones

"GAMES AND MORE!" WAS THE TOPIC ADDRESSED AT THE IN-SERVICE training for ESL tutors on April 20. **Karen Sanders**, ESL instructor and published game designer, led the tutors through a series of games designed to get students to speak English. Karen noted particular lessons in the LWE books with which each game could be used. Of course, with slight adaptations, each game could be used with many other lessons as well.

What a good time we had together! Did WE learn anything? Yes, indeed! And so will your student, if you try this light-hearted approach to the practice of the language structures you teach. *(See one game idea on page 10 of News & Views)*



Author Kusz Tells Students "Readers are Creative"

By Doreen Ransom

"IF YOU'RE READING well, you're a creative person," author Natalie Kusz told ALP students during her recent visit to Anchorage. Kusz said a story isn't done when she has written it; the reader must imagine the people and places for themselves. And each person does this differently.

Formerly of Delta Junction, Kusz is best known for her memoir, *Road Song*. She has been teaching writing to students of Bethel College in St. Paul, Minnesota for several years, but announced in Anchorage that she recently accepted a new teaching position at Harvard University. Kusz earned her bachelor of arts and master of fine arts degrees from the University of Alaska Fairbanks.

Kusz met with students, tutors and instructors at ALP on April 20 and 21. She said that she gets her students to read a lot "because it makes them want to write."

Asked about her own life story, Kusz said she did not understand all the feelings and problems in it at the time she wrote it. You can learn and heal through writing, she said, adding, "If I were writing about things I already understand all the time, I'd be really bored."

Kusz encouraged those at the Anchorage sessions to participate in her informal discussion. Students and teachers remarked that she was generous with her time, staying for a number of one-on-one conversations -- yet some students said they would have enjoyed even more contact with her! All who commented said they would like to meet more writers.

Natalie Kusz donated the time she spent with ALP, and the PEN American Center, based in New York, paid for her travel expenses and arranged for her publisher to donate copies of her book for students. PEN's aim is to encourage new readers. ALP is hoping PEN will extend the program through the coming year, and plans are being made for visits by other writers.

Special thanks are due to tutors and teachers who helped students read and understand Kusz' book prior to her visit.

Doreen Ransom,

Language Acquistion In-Service Draws Crowd of Over Fifty

Bill Johnston

By Jan Jones

WHAT DOES IT MEAN TO KNOW A language? How do second language learners learn? What can we reasonably expect of our learners, and what is the purpose of grammar?

These were the issues and questions addressed by Bill Johnston on August 2 and 4 in staff development trainings attended by more than fifty tutors, trainers, and teachers of small classes.

According to Johnston, adults never lose their ability to learn a language. In fact, their analytical thinking allows them to grasp the structure of a language more quickly than do children. Inevitably, children outstrip adults. A major role of teachers is to create a safe environment that lowers students' anxieties, enables them to take risks and gain confidence in their use of language.

A major role of teachers is to create a safe environment

Grammar, Johnston emphasized, is the engine that makes language comprehensible and functional. Since language is a social function, we need to consider the social situation that would call for a particular grammar structure, e.g., interviews require usage of the WH questions words as well as questions beginning with BE and DO. Instead of rote drills, set up an opportunity for your student to interview someone else, record the information, and report it.

adults never lose their ability to learn a language

We had asked Mr. Johnston to address how to deal with our students' mistakes. He offered several alternatives to correcting every mistake, including self-correction* (a must when teaching one-on-one), selecting correction (e.g. only verb tenses), rewriting, suggesting alternatives, and indicating errors instead of making the corrections.

Mr. Johnston is ABD for his Ph.D. in Second Language Acquisition from the University of Hawaii at Manoa and holds degrees in Applied Linguistics, French, and Russian from University of Durham and Oxford University. His professional writings have been published in *TESOL Quarterly*, *System*, and *Journal of Teacher Education*. He has taught in France, Poland, and the U.S. and was a presenter at the TESOL conference in Atlanta, Georgia in 1992.

We are indebted to Nine Star Enterprises for providing this fine training which addressed the basis of our work with our students.

*Read up on "process writing" to learn how to teach self correction.

Learning is a treasure which accompanies its owner everywhere.

- Chinese Proverb

ALP Tutor Creates New Teaching Aid
Timeline Humorously Illustrates Tenses

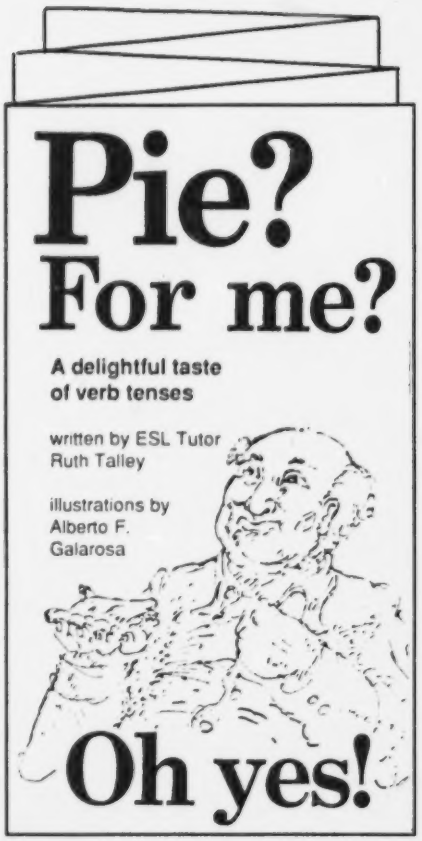
By Jan Jones

Ruth Talley is a tutor of many years experience. Certified first as a Basic Tutor, she then took the ESL Tutor Training Workshop in 1990. As she worked with her students, Talley wished for a better way to explain verb tenses. Hitting upon the idea of using a time-line, she wrote the amusing tale of a man who likes pie.

The pamphlet includes a timeline and several short stories. The format illustrates visually the continuum from past to future as the story unfolds. Each individual story demonstrates the usage of one tense aspect.

Alberto F. Galarosa, a professional artist in Seattle, illustrated the pamphlet at the request of one of Talley's students.

Talley has generously made this delightful and ingenious teaching aid available to all of ALP's ESL Tutors. If you would like a copy, please stop by the office and ask for, *Pie? For me? Oh yes!*



ESL Inservice in review: *A Writing Process*

"A writing Process" was the subject of the Brown Bag Inservice for ESL tutors on May 18. Polly Smith and Jan Jones led the group through the series of activities pictured here:

We experimented with the process, doing many prewriting activities such as bubble diagraming, sharing, and listening before trying some "fast writes," more sharing, and rewrites. As the arrows in the illustration indicate, we moved back and forth through the process, returning to prewriting activities after writing, then jumping to the process of revising.

Finally , we looked at three published examples: an experience story written collectively by a Skill Book one class; a booklet written by an advanced student and distributed to his employees; and an aid for teaching verb tenses written by one of our tutors.

This process can be used at every level. The prewriting activities help students of all levels organize information according to American custom and expectations and are useful in helping students form sentences independently whether they are speaking or writing.

Small Class Workshop for Teachers Full of Ideas for Literacy in the Classroom

Eleven tutors attended the first workshop for teachers of small classes.

The workshop was designed around the typical Laubach lesson plan. Each trainer presented ways to adapt the plans outlined in the Laubach teacher's manuals to a class situation, as well as other ways to accomplish the objectives of the lesson. For example, trainer Karen Sanders, a published language learning gamemaker, included games as an alternative to vocabulary drills. Trainer Ramya Subramanian led the group through the Language Experience Approach as an intensely student-focused alternative to reading and writing.

Professor Constance Katasse demonstrated techniques for successful classroom management, although she encouraged us to think of management in terms of choreographing our lessons. Her presentation and demonstration became the *"picture"* to which we could relate the other components of the workshop.

Many thanks to trainers Polly Smith, Bonnie Lenamond, Karen Sanders, Ramya Subramanian, Jan Jones, and to Professor Katasse who collaborated in designing and presenting this new training workshop, and good luck to each tutor.

Merry Christmas

Task Based Learning

Fall In-Service in Review

Task Based Learning (TBL) was the subject of the fall ESL tutor in-service training on November 9. Trainer Caroline Crolley defined TBL as a way of teaching language by using activities/tasks that require real communication as students or a student and tutor
interact.

Crolley led the 27 tutors who attended the in-service through five types of tasks. Lots of language was generated as we interacted. Can anything so much fun be educational?

TBL can be an important compliment to LWE by making lessons more interesting and by encouraging students to communicate to accomplish a task.

One example of the task, "Story-making", is included here with instructions. Try this simple task which includes sequencing, speaking, writing and reading with your student.

This in-service was funded in part by a grant from Nine Star Enterprises.

Directions for Picture Sequence:

- Cut the pictures apart and put in an envelope.
- Give each student or small group an envelope.
- Student(s) arrange pictures in sequence.
- Student(s) write a sentence about each picture.

Variations:

- Give pairs of students 4-6 pictures.
  Proceed as above. All students then decide sequence of the parts of story.
  Compile sentence in a complete story.

- Choose only 4-6 pictures.
  Student(s) tells story.
  Teacher records on chart.

April In-Services Planned for Basic and ESL

Using Games as a Tool in Teaching Language to Adults

By Jan Jones

THERE WILL BE A Brown Bag in-service training for all ESL tutors on Wednesday, April 20, from 12-1pm at ALP's main facility on Rudakof Circle. Karen Sanders, co-author of a published language learning game that has been translated into other languages, will show us that GAMES can be a great tool in teaching language. Mark your calendars now and plan to attend.

-ESL-
April 20
12 - 1 pm

Tutor Sharing and Support With Trainer Presentation

By Linda Medsker

AN IN-SERVICE TRAINING SESSION will be available to Basic tutors on April 26 from 7 to 8:30 p.m. at ALP. This is an opportunity to share techniques and support with other tutors as well as to hear a short presentation by trainer Cindy Stremel. Basic tutors, we'd be glad to see you there!

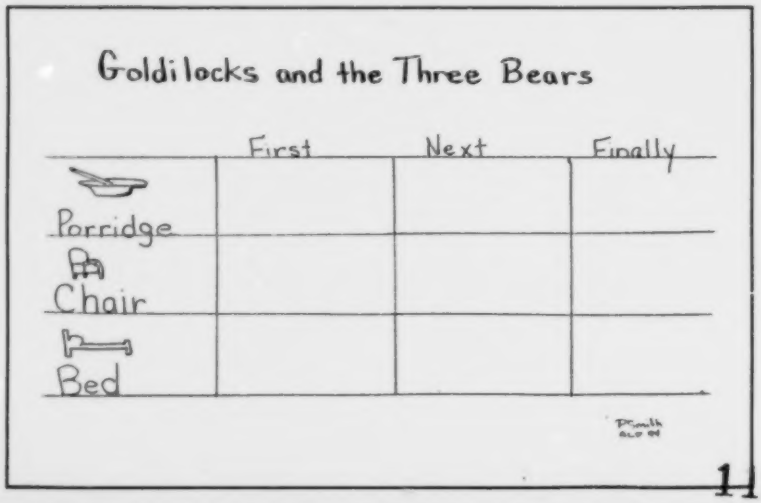
-BASIC-
April 26
7 - 8:30 pm

Active Listening Topic of ESL Tutor In-Service

By Jan Jones

ACTIVE LISTENING WAS THE TOPIC OF AN IN-SERVICE TRAINING FOR ESL tutors on February 24th. Active Listening is any activity in which a person is involved in actively listening to, processing, and responding to spoken input. It's purpose in ESL instruction is to improve a student's reading, pronunciation, listening and speaking skills.

Trainer Polly Smith led the group in trying out the activity. She then helped the participants design and try out simple active listening guides on which the listener could record information and which could later be used for reporting. Grids, maps, and picto-graphs can all function as listening guides. Stories, news broadcasts (audio/video) and articles, songs, and student work materials are all appropriate sources from which to make active listening guides. A good guide is steamlined and simple, and sequenced to result in a brief outline of events or information.



For you to try:
Have your student listen and record information while you read "Goldilocks and the Three Bears." Then ask him/her to report what he/she heard using the sequencing words "first", "next", and "finally."

ESL Tutor
In-Service
February 23
12 - 1 p.m.

Tutors: Gather New Teaching Ideas Plan to Attend ESL In-Service

"Language Activities Based on a Theme"

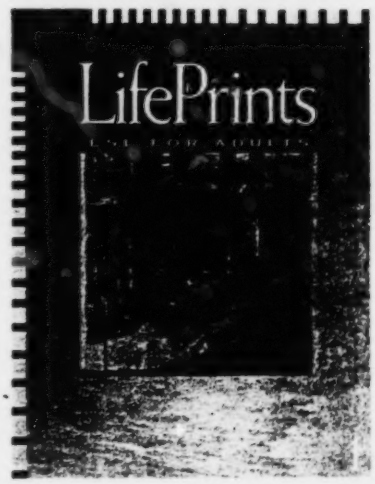
By Jan Jones

ON FEBRUARY 23, FROM 12 - 1 P.M., THERE WILL be an in-service training for all ESL tutors. Trainers Karen Sanders, Elizabeth Kellard, Lucy Handrahan, and Bonnie Lenamond will present ***Listening, Speaking, Reading and Writing Activities Based on a Theme.*** Find out how to easily create a lesson, or series of lessons, on any topic your student needs using all four of these language components. Bring your lunch and join us in the training room at ALP.

ALP to Offer Alternative ESL Tutor Training Workshop Using *Life Prints*

By Jan Jones

THE SPRING ESL TUTOR TRAINING WORKSHOP WILL PROVIDE TRAINING IN the use of new teaching material based on current language acquisition theory. The new material, called *Life Prints*, develops themes based on life skills every adult needs using a whole language approach that integrates listening, speaking, reading, and writing in interesting and interactive activities.



The new training will be given on Tuesday, March 21 followed by a second session on Thursday, April 20. Both will be from 6 - 9 P.M.

Teachers, current and former ESL tutors, and new volunteers who would like to try a new approach to language learning are invited to register for this training.

This is new material. The ESL trainers have been field testing it for the past year in small classes as well as one-on-one. Since this will be the first training to be offered, we will be evaluating it and your response to it as well. Tutors who are trained in the spring workshop will be asked to participate in an on-going evaluation of both the training and the materials.

Participating tutors must commit to attend the initial three hour training on March 21 and the follow-up training on April 20. Tutors will be assigned a student at the March training with whom they will meet twice weekly for 1 1/2 hours each session.

ALP will continue to offer training in *Laubach Way to English*. *Life Prints* is a second option for tutors and students who have other teaching and learning preferences.

Call 337-1981 for more information and to register.

Tutors:

Have you Considered The PALS Lab lately? New Software *IS* In and Training *IS* coming!

By Richard King

EXCITING CHANGES ARE HAPPENING IN THE PALS COMPUTER LAB. NEW software and new hours add up to numerous opportunities for tutors and students to experience a full range of literacy training programs using computers.

The latest program aquisitions cover a wide range of language skills from basic literacy to GED preparation, including math. Four computer lab in-service orientations and training classes will be given this fall to demonstrate the lab's literacy software and to present methods tutors can use to enhance their students' progress. The in-service classes are open to all interested tutors. Tutors do not need to have any computer background prior to taking an in-service class. Find out how easy it is to utilize the computer lab in your teaching. Space is limited, so sign-up early through Anne at the front desk.

PALS Lab In-Service Classes are scheduled for:

Wednesday Evening	October 5	6:30-8:00 p.m.
Thursday Evening	October 27	6:30-8:00 p.m.
Wednesday Afternoon	November 16	1:30-3:00 p.m.
Thursday Evening	December 1	6:30-8:00 p.m.

Poet Laureate John Haines Visits ALP

By Ginger Halterman

A SPECIAL HIGHLIGHT OF THE TWENTIETH anniversary of ALP was a visit by Alaska Poet Laureate John Haines. Students, tutors and interested members of the community thoroughly enjoyed meeting Mr. Haines at our annual Open House. During his time with us, Mr. Haines visited several classes where experiences of meeting new challenges in adult learning were shared.

Poet Laureate John Haines with his wife Joy.

Mr. Haines' visit was sponsored by the PEN Visiting Authors Program. PEN provided free copies of his book, *The Stars The Snow, The Fire* to our tutors and students. Tutors were encouraged to incorporate this reading material into their lessons. Watch for the dates of our next PEN author visit in an upcoming issue of ***ALP News and Views***!

Lessons Around a Theme Give Language Context

By Jan Jones

STRATEGIES FOR COMMUNICATION Practice was the subject Jo and Karen Sanders addressed on Wednesday evening, November 9, in a lively workshop for ALP tutors and trainers. Not surprisingly, these two athletic women chose "Sports" as the unifying theme. We were introduced to a wide variety of games and activities designed for practicing all aspects of English and culture needed for communication about sports.

This led to a discussion of the value of themes as a unifying element in teaching a lesson. Jo Sanders pointed out that themes give language context and enable the teacher and student to explore the entire range of language needed in a situation. All students have been exposed to sports, whether as a spectator or participant, and use of that theme allows them to relate their past experiences to the new language. The familiar context gives them something to which they can relate new vocabulary and structure.

As you all know, LWE lessons are not developed around themes. Karen Sanders has dealt with this at all levels and gave us some pointers: 1) Read through the lesson, including the story, to see what theme suggests itself. 2) Is any one part of the lesson of more importance than another, warranting extra time and practice? 3) Can you combine the vocabulary with the structures focused on? Having identified a theme, develop extra activities that will reinforce the aspects of the lesson on which you want to focus. For instance, Sports might be your theme for SB1, Lesson 2, and Health for SB2, Lesson 7.

Frau Sanders has received many honors and awards for her fine teaching of German as a foreign language. Her workshop presentations have also been recognized and published. Sanders trains internationally for the Goethe Institute. Teachers attending her seminars receive graduate credit. Her expertise, and Karen's familiarity with LWE and its adaptability to themes, made this an exceptional learning experience. Our thanks to Nine Star Enterprises for funding this fine Staff Development opportunity.

ALP Board of Directors:
James Egan, *President*
Tom Gutierrez, *Vice President*
Jeanne Oldre, *Secretary*
Doug Everhart, *Treasurer*
Members at Large
Rhea Bowman, Barbara Brown
Robert Cadieux, Jim Cheatwood, Domingo Floresta
Elizabeth Kellard, Michael Moxness, Dalton Thompson

ALP News & Views is published six times a year by the Anchorage Literacy Project, Anchorage, Alaska. Anne Scott, *Editor;* Bonnie Lenamond, *Design and Layout.* Contributors include staff members, tutors and students.

April
1994

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8 Quarterly Report
9 Workplace Expands

ALP NEWS & VIEWS

PRODUCED FOR STUDENTS, TUTORS & ASSOCIATES OF THE ANCHORAGE LITERACY PROJECT

From Homesteader to College Professor Author Kusz to Visit ALP and Share Memoirs

By Doreen Ransom

SIX-YEAR OLD NATALIE KUSZ AND her family left Los Angeles in 1969 for a freer and more independent life in Alaska. As they traveled and sang in the family car on their way to Fairbanks, they knew their new life would be hard.

But there was more than bone-aching work and bone-chilling cold in store for them. In a savage mauling by a sled dog, little Natalie lost an eye. The love and support of her family could not protect her from the curiosity and cruelty of other children.

In her memoir, *Road Song*, Kusz is uncompromisingly honest about her struggle for a sense of self worth and her self-destructive behaviors as a teenager. Her experiences, both of pain and joy, became the building blocks for her career as a writer and teacher.

Today, Kusz lives with her daughter in St. Paul, Minnesota where she is an associate professor of writing at Bethel College. She is currently working on a nonfiction work based on the life of her father, Julius "Dodek" Kusz , "including his imprisonments in World War II Poland, Russia, Ukraine and Western Europe." She has a master of fine arts degree in creative writing and a bachelor of arts degree in English from the University of Alaska Fairbanks.

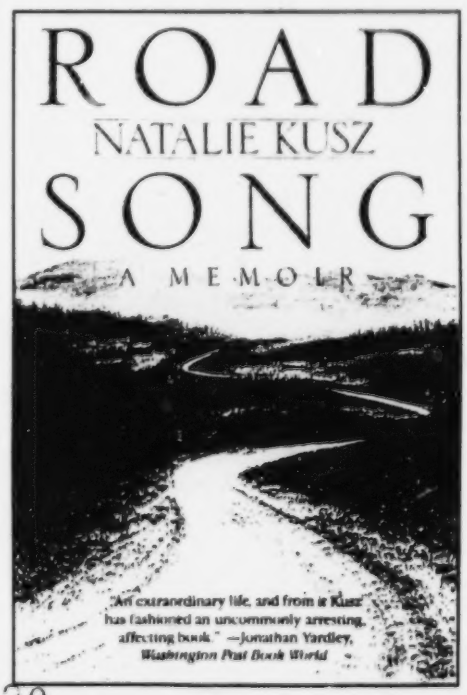
Come Hear
Author Natalie Kusz

Wednesday Evening
April 20, 7 - 8:30 P.M.

Thursday afternoon,
April 21, 1 - 2:30 P.M.

Kusz is a warm supporter of literacy work; her sister Leslie worked with the Fairbanks Literacy Project. Natalie Kusz will be in Anchorage April 20 and 21 to speak to students and tutors at the Anchorage Literacy Project. Reserve these dates now. Kusz will talk about the experiences upon which her book is based and about her writing. She will be also be available for questions from the audience.

Students and tutors can obtain copies of Kusz's book, *Road Song* at the ALP office. Kusz' visit is made possible by the PEN program, which funds visits by authors in selected locations throughout the U.S.


ROAD
NATALIE KUSZ
SONG
A MEMOIR
"An extraordinary life, and from it Kusz has fashioned an uncommonly arresting, affecting book." —Jonathan Yardley, Washington Post Book World

APPENDIX E

Dissemination

Q-1 Corporation

1230 W. International Airport Rd. Anchorage, AK 99518 (907) 562-4468 FAX (907) 563-6301

March 9, 1994

Alaska Literacy Project
Attn: Roselynn Casy
1345 Rudakof Circle, Ste. 104
Anchorage, Ak 99508

Dear Ms. Casy;

Over the years we have been extremely pleased with the outstanding efforts of all those involved with the Alaska Literacy Project and we are grateful for the opportunity to renew our partnership for the upcoming grant cycle.

Q-1 Corporation is prepared to continue to provide whatever space is needed for the instructors and employees to meet and we will actively promote the Project to all our employees who would benefit greatly from language skills. Our employees who have received instruction have become better employees by improving their communication skills and have more confidence speaking in public.

We look forward to working with you again and we are committed to meeting the challanges of improved literacy in the workplace.

Sincerely,
Q-1 Corporation

Glenna Borrego

Glenna Borrego
Contract Manager

National Bank of Alaska

PO. Box 196127 Anchorage, Alaska 99519-6127 (907) 276-1132

March 9, 1994

Roselynn Cacy
Anchorage Literacy Project
1345 Rudokof Circle #104
Anchorage, AK 99508

Dear Ms. Cacy:

National Bank of Alaska would like to participate in the workplace program offered by the Anchorage Literacy Project.

Many of the employees in our Proof Department are recent immigrants to the U.S. and have minimal English language skills. By providing English and literacy training, the AWLP will assist these employees in their current positions, and in reaching their career goals.

National Bank of Alaska fully supports and encourages educational opportunities for its employees. We will provide classrooms for instruction and any materials needed.

We look forward to working with AWLP.

Sincerely,

Catherine Richter

Catherine Richter
Vice President

jbm

ANCHORAGE
SCHOOL DISTRICT

4600 DeBarr Road
P.O. Box 196614
Anchorage, Alaska 99519-6614
AREA CODE [907] 333-9561

March 10, 1994

SCHOOL BOARD

Sharon Richards
President

Debbie Ossiander
Vice President

Peggy Robinson-Wilson
Clerk

Lorraine M. Ferrell
Treasurer

Patti Higgins

Joe A. Marks

Teresa Nangle Obermeyer

SUPERINTENDENT

Bob Christal

Ms. Rosalynn Cacy
Project Director
Anchorage Literacy Project
Anchorage, AK 99508

Dear Ms. Cacy,

The Anchorage School District would like to express our support to your efforts to build workplace literacy skills. The District is an organization of approximately 5,500 employees serving about 47,000 students. Our student population represents the rapidly changing cultural diversity of our community. Our bilingual program reports that there are 110 different languages spoken by our students. Our employees also reflect the diversity of our community. Many food service, custodial, maintenance and transportation employees are first generation immigrants and experience difficulty fulfilling the duties of their jobs because they cannot adequately communicate in English. Their job requirements are becoming more technical and require higher levels of literacy than before. This makes it difficult for them to either keep up with the job requirements or get promoted. Many employees from these areas have eagerly taken advantage of the classes and tutoring that has been available to them this past year.

As an educational institution, we wholeheartedly support the workplace literacy program in its continued efforts to help our employees perform their jobs safely and effectively. Thank you for giving us the opportunity to participate in this worthwhile program.

Sincerely,

Carol Comeau

Carol Comeau
Assistant Superintendent of Instruction

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CARR GOTTSTEIN
FOODS CO.

6411 A Street Anchorage, Alaska 99518
Ph: (907) 561-1944

March 9, 1994

Ms. Roselynn Cacy
Anchorage Literacy Project
1345 Rudokof Circle, #104
Anchorage, AK 99508

Dear Ms. Cacy:

Please accept this letter of support as an indication of the outstanding relationship between Carr-Gottstein Foods Co. and the Anchorage Literacy Project.

Our Commitment to support the Anchorage Literacy Project has proven to be very successful for both your students and our company. Carr-Gottstein Foods Co. is the largest retail chain of supermarkets in Alaska and continues to expand into the rural areas of the state. Because we are one of the states largest employers, our workforce is very diverse, necessitating a program such as the Anchorage Literacy Project. We have a number of associates with limited English proficiency, and the need for reading and communication skills to successfully complete training programs and communicate with customers on the job.

We currently have several associates enrolled in the Literacy program and several who have successfully completed the program that, as a result, have advanced in their positions in our company. The improved self confidence, better morale and higher level of productivity of these associates are in itself a testimony to the importance of this program's relevance.

Sincerely,

Sue Parrott

SUE PARROTT
Director, Human Resources

Anchorage Daily News

March 4, 1994

Ms. Donna Chaikoff
Executive Director
Alaska Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage AK 99508

Dear Donna:

Please accept this letter as confirmation of the Anchorage Daily News' ongoing support of a Workplace Literacy project in our workplace. As a newspaper, we are an organization *based on* literacy. We have taken an active role in supporting literacy in the Anchorage community, whether it's specifically for your program, for the Alaska Center for the Book or for various Municipal Library efforts.

We provide over 6,000 free newspapers daily throughout the school year to help in classroom teaching. We donate advertising to the Anchorage Literacy Project to expand your visibility in the community and raise funds. (In 1993, that amounted to over $7,000.) We created, developed and sponsored the first annual corporate spelling bee to raise money for literacy, the *BizBee*; and we continue to do that every year. In its third year, the *BizBee* raised over $19,000 and had a tremendous influence on the visibility of the literacy issue; the Daily News contributed over $24,000 in advertising. Two Daily News managers have completed the necessary training and now serve as literacy tutors. Lastly, the Daily News "contributes" one of our executives, Director of Community Relations Barbara Brown, as a board member and BizBee Coordinator.

Yet, despite all this, we have a number of our own employees who have limited reading and writing skills. They must feel isolated in our environment, and we're sure it has affected their promotability within the organization. We've developed some specific plans that will help give them the opportunities true literacy can open up for them, and we are willing to support a Workplace Literacy Project here at the Anchorage Daily News.

Sincerely,

Lou Ann Hennig
Human Resources Manager

cc: Fuller Cowell, Publisher
Barbara Brown, Community Relations Director
Kate Baldwin, Assistant Production Director

Street Address: 1001 Northway Drive, Anchorage, Alaska 99508
Mailing Address: P.O. Box 149001, Anchorage, AK 99514-9001
(800) 478-4200 (907) 257-4200 TTY 257-4522

March 7, 1994

Ms. Roselynn Cacy
Workplace Project director
1345 Rudakof Circle, Suite 104
Anchorage, AK 99508

Dear Roselynn:

The Best Western Barratt Inn would like to be included in the Business Parnership for Workplace Literacy Program.

The Barratt Inn is a hotel, independently owned and operated through Best Western International, Inc. It employs 100-110 employees year-round. The property includes 217 guest rooms, a restaurant, and three meeting rooms.

In the fall of 1991, our Marketing Director, Sharon Sellens, investigated the possibility of teaching English to our non-English speaking employees. She took the Laubach ESL program, and then set up the hotel's literacy project.

Bumpy Poole, ALP, did approximately 20 intakes at the Barratt Inn and assisted with placing students in proper class levels. Five classes were set up with a total of 15 students. The students attended class for one hour per week with Sharon as the teacher. The classes ran from November 1991 through May 1992, and were then postponed until September 1992 due to the busy tourist season.

Since 1991, the Barratt Inn has continued its classes, postponing them from time to time only as the work-load at the hotel demanded. This past fall/winter, approximately 15 students (employees) attended the classes.

The Barratt Inn has found the literacy project to be very successful. The students are enthusiastic, and the communication between staff members has drastically improved. The teaching methods have enabled the students to learn quickly and to utilize language familiar to the hotel industry.

4616 Spenard Rd. • Anchorage, Alaska 99517-3299 • (907) 243-3131 • Fax (907) 249-4917

"Each Best Western is independently owned and operated"

In order to be included in the federal grant, the Barratt Inn would like to provide the following:

Classroom space and furnishings
Employee/student referrals
Instructional materials

Educational assistance and printing resources are requested.

Advisory Committee member: John Payne, Gen. Mgr.
Workplace contact: Kerma Kenley
Student contact: Nguyen T. Luom

Sincerely,

BEST WESTERN BARRATT INN

John J. Payne
General Manager

JJP/kk

The hotel
Captain Cook

P.O. BOX 102280, ANCHORAGE, ALASKA 99510-2280
PHONE (907) 276-6000

March 9, 1994

Ms. Roselynn Cacy
Project Director
Anchorage Workplace Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage, AK 99508

Dear Ms. Cacy:

I am pleased to inform you that the Hotel Captain Cook is looking forward to continuing as a business partner in the Alaska Workplace Literacy Project.

The hotel employs nearly 400 people, many of which have a diverse cultural background. Our participation in your program has helped many of those employees improve their reading and language skills, and that has enabled them to be a more productive employee.

Please let me know if there is anything the hotel can do further to help in the application process.

Sincerely,

THE HOTEL CAPTAIN COOK

Alan Budahl

Alan Budahl
Director of Room Operations

Sheraton Anchorage
HOTEL

February 28, 1994

Ms. Roselynn Cacy
Project Director
ANCHORAGE LITERACY PROJECT
1345 Rudakof Circle #104
Anchorage, Alaska 99504

Dear Ms. Cacy:

On behalf of the staff and management of the Sheraton Anchorage Hotel, I would like to reiterate our support for the Alaska Workplace Literacy Project. The outstanding efforts of the project staff, teachers, and volunteers have contributed to and improved the employment history for many of our staff members.

We appreciate the opportunity to be a business partner in this venture. As you write the application for the next grant cycle, we are reminded of new language skills, new levels of confidence, improvements in productivity, and the tentative steps toward promotability which are developing. These are success stories for real people doing everyday jobs more confidently than ever before.

The Sheraton Anchorage Hotel fully supports this effort by continually improving our cooperative relations, of reducing the barriers as perceived by the employee/students, and cultivating our participation in a constantly changing workplace environment. We look forward to meeting this challenge and our commitment of improved literacy skills among our employees.

Best wishes,

Forest J. Paulson
General Manager

FJP/mjd

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Sheraton
401 EAST 6TH AVENUE ANCHORAGE, AK 99501
PHONE (907) 276-8700 FAX (907) 276-7561

Alaska Cleaners, Inc.
715 West Fireweed Lane
Anchorage, Alaska 99503
907 265-4800, fax 265-4822

ALASKA CLEANERS

February 24, 1994
Roselynn Cacy
Anchorage Literacy Project
1345 Rudakof Circle #104
Anchorage, AK 99508

Dear Ms. Cacy:

As we have a number of employees with minimal English language skills we would like to be able to participate in the Anchorage Literacy Program.

Towards that goal we are prepared to provide 1200 square feet of space at 715 West Fireweed, that would be available on a part time basis to be used for either office or office and classroom space, at no charge to the Anchorage Literacy Project. Utilities, except for phone would also be included in this offer.

If you have an interest in this please contact me at 265-4800 and I will arrange to show you the space and explain the "details" and limitations under which we are fully prepared to make the space available.

Sincerely Yours,

Gerard J. Harris
President

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Anchorage Hilton

March 11, 1994

Donna Chaikoff
Anchorage Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage, Ak 99508

Dear Ms. Chaikoff,

The Anchorage Hilton would like to participate in the Alaska Workplace Literacy Project.

We appreciate the opportunity to take an active role in the promotion of literacy and training. Some of our employees have minimal English language skills, who would benefit immensely from such a program.

The Anchorage Hilton fully supports and encourages educational opportunities for its employees. Taking into consideration our seasonal business, we will provide classrooms for the instruction of the employees, dependant on availability.

We look forward to working with you.

Sincerely,

Felix A. Hernandez
Comptroller/
Acting General Manager

cc: Ralph Nogal
Kelly Moulton

Post-it™ brand fax transmittal memo 7671	# of pages ▸ 1
To Donna Chaikoff	From Felix Hernandez
Co.	Co. Anch. Hilton
Dept.	Phone # 265-7130
Fax # 338-3105	Fax # (907)265-7022

Five Hundred West Third Avenue, P.O. Box 100520, Anchorage, Alaska 99510-0953 Telephone 907-272-7411 Fax 907-265-7175
Reservations 1-800-HILTONS

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NANA REGIONAL CORPORATION, INC.

1001 E. BENSON BOULEVARD, ANCHORAGE, ALASKA 99508
TELEPHONE (907) 265-4100

March 8, 1994

Roselynn Cacy
Anchorage Literacy Project
1345 Rudakof Circle Suite 104
Anchorage, Alaska 99508

Dear Ms. Cacy:

We at NANA Regional Corporation would like to go on record as wholeheartedly supporting the efforts of the Alaska Workplace Literacy Project. As you know, Nana is committed to training and education of its employees and shareholders. We have seen time and again limited reading, writing and communication skills limit otherwise very talented people. Your efforts have been an important adjunct to the "brown bag" series we started some three and a half years ago. We believe education is the gateway to a more productive life and higher personal esteem. Toward that end we have committed and will continue to commit our resources for our people. Specifically, we will provide classroom space at our Anchorage office, at no charge to the Anchorage Literacy Project. We're pleased for the opportunity to serve as a business partner in the Workplace Literacy Project.

Very Truly Yours,

Marianne K. Burke

Marianne K. Burke
Vice President, Finance

M:1774

Yukon-Kuskokwim Health Corporation

"Fostering Native Self Determination in Primary Care, Prevention and Health Promotion"

March 4, 1994

Roselynn Cacy
Anchorage Literacy Project
1345 Rudakof Circle #104
Anchorage, AK 99508

Dear Ms. Cacy,

Please accept this letter as confirmation of the Yukon-Kuskokwim Health Corporation's support of a Workplace Literacy project in our Corporation. As the primary healthcare provider for our region, we are an organization that is based on the highest level of literacy and job related skills.

We have taken an active role in the promotion of literacy and training in the Yukon-Kuskokwim Delta through our own training and health education programs, membership in the Distance Delivery Consortium and a long history of cooperation with the local University Campus, Adult Basic Education Program and all the School Districts in our Region.

Yet, we have Community Health Aides who do not meet minimum workplace literacy standards. We very much want to provide them with the opportunities increased workplace literacy can provide them, and help improve our delivery of quality health care to the people of our region.

Sincerely,

Carl L. Williams, Ph.D.
Director, Technology

cc Mary Anaruk
Kathy Hansen

P.O. Box 528 Bethel, Alaska 99559 Phone: 1 (800) 478-2905 / (907) 543-3321 Fax: (907) 543-5277

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
520 5th Ave. Fairbanks, Alaska 99707 (907) 452-2000

March 2, 1994

Ms. Roselynn Cacy
Anchorage Literacy Project
1345 Rudokof Circle #104
Anchorage, Alaska 99508

Dear Ms. Cacy:

The Fairbanks North Star Borough School District is interested in pursuing options for workplace literacy through your federal program and the Literacy Council of Alaska.

Two years ago the Literacy Council of Alaska offered a workplace literacy project to our custodial staff which was very well received. For this project we had seminars for custodial supervisors and basic skills workshops for specific employees. Approximately 40 employees participated.

We would be interested in offering a similar program again, and look forward to working with the Literacy Council and the Anchorage Literacy Project.

Sincerely,

John Gillen
Custodial & Grounds Manager
Physical Plant Department

JG:mp

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THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC.

RECEIVED
1 8 1994

July 13, 1994

Roselynn Cacy
Anchorage Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage, AK 99508

Dear Roselynn,

The U.S Departments of Labor and Education are sponsoring pilot projects to develop skill standards for occupations. These initial projects are involved with developing standards for more that twenty occupations. As part of a technical assistance effort in support of these pilots, the Department of Labor has asked our organization, the Institute for Educational Leadership, to request the help of the National Workplace Literacy (NWLP) projects in supplying workplace literacy related information to the skill standards pilot projects.

As a companion workforce skills improvement initiative, the skills standards projects share with the NWLP pilots a concern for the careful identification of the skills workers need. Your efforts in task list development are complementary to the job analysis efforts of the skill standards projects and will be a help to them as they attempt to construct standards and recommend training regimens for occupations in their industries; especially for the large numbers of workers with limited english proficiency.

In order to share these task lists and analyses with the skills standards projects, *we are asking you to send copies of your literacy task lists to us.* We will in turn share these with the skill standards pilot projects that are working with occupations that are similar to those for which the task list was developed. We hope that this will contribute to a growing awareness of the work of your projects and lead to an increased understanding of the literacy requirements of specific occupational areas.

Thank you in advance for your assistance. If you have any questions, please call Joe Dempsey on (202) 822-8405, or via fax on (202) 872-4050. Task list materials should be sent to Joe Dempsey at the address below.

Respectfully,

Joan Wills

Joan Wills

1001 CONNECTICUT AVENUE, N.W. □ SUITE 310 □ WASHINGTON, D.C. 20036 □ (202) 822-8405 □ FAX: (202) 872-4050

LITERACY VOLUNTEERS OF AMERICA, INC.
MAT-SU LITERACY PROJECT

705 South Bailey, Suite 202, P.O. Box 3768 Palmer, AK 99645
Telephone: (907) 745-READ (745-7323)

March 9, 1994

Ms Roselynn Cacy
Project Director
Anchorage Workplace Literacy Project
Anchorage Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage, AK 99508

Dear Ms Cacy:

On behalf of the board of directors of the Mat-Su Literacy Project, I am writing to confirm that MSLP wishes to participate in the Alaska Workplace Literacy Program as an educational partner of the Anchorage Literacy Project for the Matanuska-Susitna Borough.

MSLP estimates it will serve ten Carr-Gottstein employees a year over the period of the grant, including applicant referrals. MSLP will hire two part-time instructors to provide classes at the worksite either twice weekly or full-time for two weeks as appropriate. MSLP will also conduct tutor training sessions as necessary targeting community volunteers interested in working one-on-one with employees in the program. The volunteer tutors will augment the education provided by the instructors. A part-time program coordinator will be provided to oversee this component of the AWL Program and be responsible for the necessary reporting. The estimated budget for providing these services is $15,000 per annum.

This is a very worthwhile program which will greatly benefit local residents who are employed or seeking employment with business partners in our community. We are excited by the AWL Program's success in Anchorage and look forward to working with the Anchorage Literacy Project to provide similar services in the borough.

Sincerely,

Linda Ketchum

Linda Ketchum
President

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Literacy Council of Alaska
823 3rd Ave. • 456-6212
Fairbanks, Alaska 99701

March 2, 1994

Roselynn Cacy
Anchorage Literacy Project
1345 Rudokof Circle #104
Anchorage, AK. 99508

Dear Roselynn:

The Literacy Council of Alaska is keenly interested in becoming an educational partner with the Anchorage Literacy Project for the purpose of offering workplace literacy to businesses in Fairbanks.

Many of our students need skills directly related to their employment. It is not unusual that our students are terminated or passed over for promotion due to lack of basic reading, writing and communication skills on the job. Of course there are many, many employees who are not our students and who are reluctant to come for our services who also need these job skills.

Several of the businesses with which you have already established workplace literacy sites are also located in Fairbanks. National Bank of Alaska, Carrs, and Q-1 Corporation are examples. The Literacy Council has also operated a workplace literacy project a couple years ago at the Fairbanks North Star Borough School District for the custodial staff. This was a well received program and the District is again interested in having the training.

It would be valuable for us to work through the Anchorage Literacy Project on workplace literacy as you have excellent expertise and experience. You also have established important connections with statewide businesses. I greatly appreciate your willingness to work with us and to extend your program beyond Anchorage.

Sincerely,

Mary Matthews
Executive Director

MM/mw

YOU ARE INVITED

To a CELEBRATION at
JOSEPHINE'S GALLERY
SHERATON HOTEL
13 December at 2:00

LAUBACH LITERACY ACTION
1994 BIENNIAL CONFERENCE

3815 Idlewild Avenue
N. Little Rock, AR 72116
June 23, 1994

Dear Literacy Colleague:

After looking forward to the Biennial Conference here in Little Rock for two years, it was hard for me to believe how quickly it was over. The reports indicate that people enjoyed the seminars very much, and were only disappointed because they had to choose among so many good things!

You were a very real part of the success of the Conference, making it possible for those who attended to go back home with new ideas and new enthusiasm. Because leaders like you have been willing to share their expertise we have seen tremendous growth of the volunteer literacy movement in recent years.

The 1996 Conference will be in Portland, Oregon June 13-16. We are hoping you will start planning now to send in a proposal for a seminar to be presented there.

Thank you for being a part of the Challenge of Change Conference. I hope that in addition to sharing you gained something from attending.

Sincerely,

Betty L. Harp

Betty L. Harp
Educational Program
Chairman

LAUBACH LITERACY ACTION
U.S. PROGRAM OF LAUBACH LITERACY INTERNATIONAL
1320 JAMESVILLE AVENUE • BOX 131 • SYRACUSE, NEW YORK 13210 • 315 422-9121 • FAX 315 422-6369

1994

LAUBACH LITERACY ACTION

BIENNIAL CONFERENCE

THE CHALLENGE OF CHANGE

JUNE 2-5

LITTLE ROCK, ARKANSAS

THE CHALLENGE OF CHANGE

LAUBACH LITERACY ACTION
1994 BIENNIAL CONFERENCE

3815 Idlewild Ave.
N. Little Rock, AR 72116
February 25, 1994

Dear LLA Presenter:

Program arrangements for the 1994 Laubach Literacy Action Biennial Conference are complete, room assignments have been made, audio-visuals have been requested, and the program is at the printers!

"Skillbooks Go to Work..." - your seminar - is scheduled for presentation Saturday, June 4, 2:00 - 5:00 in the Black Knight Room of the Camelot Hotel.

All rooms are being set up classroom style and your room will be set for a maximum of 60. The monitor assigned to this room will be instructed not to permit more than this to enter. Please have sufficient hand-outs for this number, plus a few.

Your monitor will distribute duplicate evaluation sheets at the beginning of your session, and will pick them up at the end. Please allow a short time for participants to complete these. You will be given one copy and the other turned in to the Conference Office. The monitor will be available to be sure you have needed supplies and help as you request.

The Audio-Visual and the Conference Committees, after assigning rooms for multiple use of equipment, have decided that there will be no charge for the A/V equipment requested on your Proposal. There will be a flip chart and markers in each room.

If you need to get in touch with me during the week of May 31 - June 5, I can be reached at 501-376-4781 Ext. 1058. Until then, I can be reached at 501-753-1827.

If there is to be a co-presenter for your session, please keep in mind that you are responsible for seeing that your co-presenters get this information. Each of you should have received registration materials by this time.

Over 160 seminars are scheduled and many people are going to be disappointed that some of the ones they wanted to attend conflict, for these are top-of-the-line presenters and seminars!

Sincerely,

Betty Harp

Betty Harp
Educational Program Chairman

LAUBACH LITERACY ACTION
U.S. PROGRAM OF LAUBACH LITERACY INTERNATIONAL
1320 JAMESVILLE AVENUE • BOX 131 • SYRACUSE, NEW YORK 13210 • 315/422-9121 • FAX 315/422-6369

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Skillbooks Go To Work **Date:** 6-4-94

Presenter(s): Smith, Chamberlain, Casey

I am attending as: ☐ New Reader ☐ Tutor ☒ Trainer
☒ Program Manager ☐ Board Member ☐ Other:

Mark each category with a preference rating from Excellent to Poor.

	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	X				
2. The session's value to you.	X++				
3. The leader(s)' knowledge of subject matter.	X				
4. The leader(s)' effectiveness as presenter(s).	X				

Comments: This was the most valuable workshop I have attended. Excellent handouts - Great presentation.

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Skillbooks Go to Work **Date:** 6-4-94

Presenter(s): Roselyn Cacy, Polly Smith, Nancy Chamberlain

I am attending as: ☐ New Reader ☒ Tutor ☒ Trainer
☐ Program Manager ☐ Board Member ☐ Other:

Mark each category with a preference rating from Excellent to Poor.

	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	✓				
2. The session's value to you.	✓				
3. The leader(s)' knowledge of subject matter.	✓				
4. The leader(s)' effectiveness as presenter(s).	✓				

Comments: Smooth as silk 143 Presentation from A-Z Believable Possible even ~~for~~ beginners.

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Skill Books Go to Work **Date:** June 1994

Presenter(s): Evelyn Casey / Nancy

I am attending as: ☐ New Reader ☐ Tutor ☐ Trainer
☑ Program Manager ☐ Board Member ☐ Other: _____

Mark each category with a preference rating from Excellent to Poor.

	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	✓				
2. The session's value to you.	✓				
3. The leader(s)' knowledge of subject matter.	✓				
4. The leader(s)' effectiveness as presenter(s).					

Comments: Very instructive, materials useful. Love the "last ..."

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Skill Books Go to Work **Date:** 6/4/94

Presenter(s): Casey, Chamberlain, Smith

I am attending as: ☐ New Reader ☒ Tutor ☐ Trainer
☐ Program Manager ☐ Board Member ☐ Other: _____

Mark each category with a preference rating from Excellent to Poor.

	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	X				
2. The session's value to you.	X				
3. The leader(s)' knowledge of subject matter.	X				
4. The leader(s)' effectiveness as presenter(s).	X				

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Comments: _____

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: LAUBACH GOES TO WORKPLACE Date: 5-5-94

Presenter(s): Nancy Chamberlain, Roselyn Cary

I am attending as: ☐ New Reader ☒ Tutor ☒ Trainer
☒ Program Manager ☐ Board Member ☐ Other:

Mark each category with a preference rating from Excellent to Poor.	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	✓				
2. The session's value to you.	✓				
3. The leader(s)' knowledge of subject matter.	✓				
4. The leader(s)' effectiveness as presenter(s).	✓				

Comments: Good handout/workbook
very practical help

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Skillbooks To the Workplace Date: 6/4

Presenter(s): Roselyn Cary, Nancy & Polly

I am attending as: ☐ New Reader ☑ Tutor ☑ Trainer
☑ Program Manager ☐ Board Member ☐ Other:

Mark each category with a preference rating from Excellent to Poor.	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	X				
2. The session's value to you.	X				
3. The leader(s)' knowledge of subject matter.	X				
4. The leader(s)' effectiveness as presenter(s).		X			

Comments:

LAUBACH LITERACY ACTION
SEMINAR / WORKSHOP EVALUATION

In order to serve you better, we need your input and comments about this session.

Title: Workplace Lit. **Date:** 6/4

Presenter(s): Anchorage folks

I am attending as: ☐ New Reader ☒ Tutor ☐ Trainer
☒ Program Manager ☐ Board Member ☐ Other: _____

Mark each category with a preference rating from Excellent to Poor.

	Excellent	Very Good	Good	Fair	Poor
1. The session's overall rating.	X				
2. The session's value to you.	✓				
3. The leader(s)' knowledge of subject matter.	X				
4. The leader(s)' effectiveness as presenter(s).	X				

Comments: Good presenters + well-organized information. It will be really helpful for us to get started in our area.

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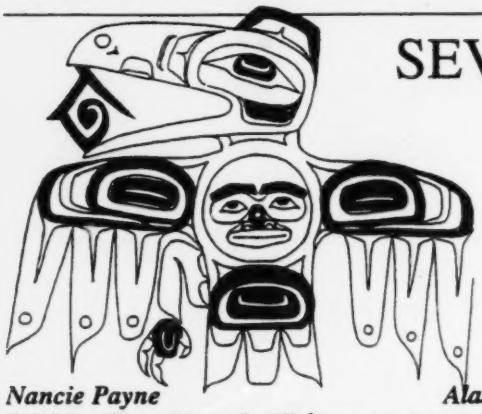
FOCUS

Alaska Adult Education Association Volume 15 Number 3 Spring 1994



SEVENTH ANNUAL PROFESSIONAL DEVELOPMENT CONFERENCE

OCTOBER 12 - 15, 1994

SHERATON ANCHORAGE HOTEL

Celebrating:The Year of the Family

Nancie Payne ***Alaska Adult Student Congress*** ***October 11, 1994***

"Making Transitions" will focus on issues for connection between learning characteristics and strengths that make for "good fits" in the post secondary transition processes. Small group sessions, whole group activities, practical strategies, exercises, will be discussed. Payne and Associates is nationally recognized firm for its progressive research and developments in adults with learning disabilities.

Sarah Wilkinson ***Pre-Conference Session*** ***October 12, 1994***

This year Fairbanks adult educators enjoyed learning about Effective Non-traditional Group Instruction from the Bronx Educational Services presentation by Sarah Wilkinson. Becky Morse says of this presentation *"Ms. Wilkinson is able to cover topics ranging from non-traditional group instruction to theme-based education. She is skilled at synthesizing complex and divergent perspectives. She brings her presentation down-to-earth with practical suggestions and small group exercises."*

Greg Nothstine ***Keynote Speaker*** ***October 13, 1994***

Greg Nothstine grew up in Alaska and is a leader in the Alaska Federation of Natives Sobriety Movement. His perspective on community and family health is relevant to every adult learner in Alaska. He is speaking on *"Keeping the Family Intact"* through family self-sufficiency and adult learning.

Floy Pepper ***Speaker, Extended Sectional*** ***October 13, 1994***

Dr. Pepper, a Creek Indian, has been working with adult learners for 53 years. She has been a teacher in Indian Schools, in public schools, in special education programs, and on college campuses. As a keynote speaker, author, and professor she provides leaners with practical suggestions on working with Native American and all adult learners. This presentation on "American Indiar Student Learning Styles and Effective Teaching Strategies" runs from 1:30 to 5:45 on Thursday.

Randy Dorn ***Keynote Speaker*** ***October 14, 1994***

Representative Randy Dorm has served six years in the Washington State House. He is currently Chair of the K-12 Education Committee. As a teacher and administrator in the Pierce County Consortium, he has the background to develop the "School to work" initiatives Washington state plans to implement. As a keynote speaker his presentations have been described as "entertaining, learner oriented, and practical."

Velma Wallis ***Sectional Presenter*** ***October 14, 1994***

Velma Wallis, the author of *"Two Old Women"*and a resident of Fort Yukon, is a hit everywhere she goes. After the surprise success of her wonderful book, she began to speak to groups around the state. Her recent presentation to teachers form ALPA and LCA in Fairbanks was very well received.

For more information and registration forms-- Call (907) 563-3174 or (FAX 561-7958)

Gateway Literacy Centers
ANCHORAGE LITERACY PROJECT
1345 RUDAKOF CIRCLE, SUITE 104
ANCHORAGE, ALASKA 99508

PLACE STAMP HERE

148

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Gateway Literacy Centers can help you improve your literacy skills through classes, a literacy computer lab and individual tutoring.

Classes are designed to meet individual and family needs.

Uum Gateway Literacy Center'aam ikayuryugngaten naqiiyaaramek wall' igaryaraamek elitnaurluten nallunritnarqelrianek.

Alaska Housing FINANCE CORPORATION

ALP Anchorage Literacy Project

Gateway Literacy Centers is a cooperative effort of the **Anchorage Literacy Project** and the **Alaska Housing Finance Corporation.**

FREE CLASSES

AKIILIRYARAITAN ELITNAULLREN

for AHFC Public Housing Residents

Gateway Literacy Centers 149

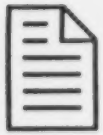
FREE CLASSES
Akiiliryaraitan elitnaullren

Spelling ***Igaryaramek***

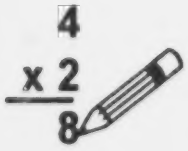
English ***Kassatun Qaneryaraq***

Reading ***Naqiyaaraq***

Typing ***Type'aryaraq***



GED ***High School GED***



Math ***Quyurciyaraq***

150

For information ask your resident manager or call Bumpy at 337-1981

Name: _____

Address: _____

_____

Phone: _____

I can attend classes :

__mornings __ at Park View (801 Karluk)
__afternoons __ at Loussac Manor (C St. & Chester Creek)
__evenings __ Other_____

I am interested in the following classes:

__Spelling *Igaryaramek*
__English Classes *Kassatun Qaneryaraq*
__Reading *Naqiyaaraq*
__Typing *Type'aryaraq*
__GED *High School GED*
__Math *Quyurciyaraq*
__Other *Allat*_____

Please return this form to:

Roselynn Cacy **337-1981**
AnchorageLiteracy Project
1345 Rudakof Circle, # 104, Anchorage, AK 99508
- OR -
Jim Gurke **562-2813**
Alaska Housing Finance Corporation
624 W. International, Anchorage, AK

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EACH ONE TEACH ONE

Anchorage Literacy Project Newsletter

JUNE 1993 1345 RUDAKOF CIRCLE, SUITE 104, ANCHORAGE, ALASKA 99508 337-1981

WORKPLACE LITERACY PROGRAM RESUMES ALP RECEIVES EIGHTEEN MONTH GRANT

By Roselynn Cacy

Workplace Literacy is growing in Anchorage. Several years ago, three Anchorage employers, Sheraton Anchorage Hotel, Carr-Gottstein Food Co., and Q-1 Corporation, assisted ALP in applying for a Federal Grant to increase literacy skills in the Anchorage workplace. At that time, we planned to start the program with these corporations and add other companies as the need and interest arose.

In March of 1991, the Anchorage Workplace Literacy Project received notification of funding. Workplace literacy programs began with the three partners. We received permission *(after an on-site visit by Federal grant officials)* to add two more worksites, the Hotel Captain Cook and the Anchorage School District.

Besides providing instruction to 141 employees for these five employers, the Anchorage Workplace Literacy Project developed a model for Workplace Literacy that has been presented to Laubach Literacy Action and to Alaskan adult education teachers. The report on this project, was forwarded to the U.S. Department of Education this March.

In May of 1993, the Anchorage Workplace Literacy Project received notification of a $299,969 grant for 18 months (70% with 30% local matching funds) to provide workplace literacy to employees of these employers: Q-1 Corporation, Sheraton Anchorage Hotel, Carr-Gottstein Foods Co., National Bank of Alaska, The Hotel Captain Cook, Best Western Barratt Inn, Anchorage Daily News, Alaska Cleaners, and the Anchorage School District.

Literacy, as defined by The National Literacy Act is ***"an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals and develop one's knowledge and potential."***

The Anchorage Workplace Literacy Project is the only Alaska program to receive the Federal Workplace Literacy grant, and was the first LLA volunteer literacy program. As an Anchorage Literacy Project volunteer since 1978, and a staff member since 1987, I am delighted with this acknowledgment and support of our past and present literacy work by both local businesses and federal officials.

Tutors, please let me know if you or your student works for any of these employers. You can help us make this program even more meaningful.

Workplace Literacy Partners

Q-1 Corporation
Sheraton Anchorage Hotel
Carr-Gottstein Foods Co.
National Bank of Alaska
The Hotel Captain Cook
Best Western Barratt Inn
Anchorage Daily News
Alaska Cleaners
Anchorage School District.

Workplace Literacy Partners Discuss Program

Former workplace literacy partners shared insights with new business partners at the Anchorage Workplace Literacy Advisory Meeting on June 17, 1993. Sue Parrott of Carr Gottstein Foods Co. presented the business perspective and gave suggestions for presenting the workplace literacy concept to line managers.

Nancy Chamberlain and Su Ran Pak, of the Sheraton Anchorage Hotel, answered questions on how the program can be positive for both the business and the employee participants. Other participants included: Alan Budahl, Hotel Captain Cook; Bob Lozzeo, Alaska Cleaners; Lou Ann Hennig, Anchorage Daily News; Carol Lake, Anchorage School District; and Becky Foehner, National Bank of Alaska. Besides learning the regulations of the Federal Workplace Literacy Program, the new partners met the teaching staff and toured the PALS Literacy Computer Lab.

Classes began the first week in June at the Best Western Barratt Inn and the Sheraton. During May and June, 52 employee participants of these partners (and Q-1 Corporation) began their instruction.

The advantages of the Federal Workplace Literacy Program to our Literacy Project include increased recruitment (not only for workplace students, but for families), easier scheduling, more students willing to serve as role models, access to materials and curriculum needed in the workplace, publicity and increased funding opportunities.

The in-kind services provided by the businesses, including recruitment space, facilities, program materials, job-related materials, work release time, scheduling evaluation, incentives, make literacy and adult education funds go much farther than would otherwise be possible.

Now in its fifth year, the national Workplace Literacy Program provides grants to partnerships involving at least one educational institution and one business or labor organization.

The grant provides $299,969, 69% of the funding needed to operate the eighteen month program to the Anchorage Workplace Literacy Project. The remaining 31%, $137,700, will come from local sources.

Instructors Needed for Workplace

Job Description: Prepare and present adult basic skills and ESL instruction in worksite classes.

Prerequisites: Experience in adult education, Job Audits, Job Task Analysis; knowledgeable regarding needs of adult learner; accepting of persons with differing life-styles and cultural background; Laubach Literacy certification preferred.

Salary: DOE. EOE.

Send Resumes to :
Anchorage Workplace Literacy Project
1345 Rudakof Circle, Suite 104
Anchorage, AK 99508

ALP NEWS & VIEWS

The ALP Newsletter has a new look. We hope you like it.The student pages have moved to the front, to make them easier to find for students and tutors.

ALP Board of Directors:
Robert Cadieux, *President* · Dalton Thompson, *Vice President* · Doug Everhart, *Secretary* · James Egan, *Treasurer* · *Members at Large*-- Rhea Bowman · Barbara Brown · Jim Cheatwood · Tom Gutierrez · Jeanne Oldre · Michael Moxness

ALP NEWS AND VIEWS is published six times a year by the Anchorage Literacy Project, 1345 Rudakof Circle, Suite 104, Anchorage, AK 99508. Editor: Anne Scott, Design and Layout: Bonnie Lenamond, Other Contributors include: Donna Chaikoff, Roselynn Cacy, Bumpy Poole, Joyce Klabunde, Jan Jones, Linda Madsker, Brenda Mitchell, and Lynn Lewis

Congressman Young Visits ALP Students

CONGRESSMAN DON Young met with students at the Anchorage Literacy Project on Monday, March 28, 1994. He was invited by **Deanna Holman** and **Jim Cheatwood** of the ALP Student Support Group when they were in Washington, D.C. at the National Adult Literacy Congress.

Holman and Cheatwood introduced the Congressman to students, tutors and staff at ALP and showed a video from the Congress. It illustrated how New Readers are planning to be part of the solution, not the problem. Congressman Young was then given the opportunity to try out the programs in the PALS Literacy Computer Lab.

Partners in Literacy

CIRI

Soroptimist International of Anchorage

In memory of Patricia Lenk
By Dorothy W. Fletcher

In memory of Robert Parkins
By Robert J. Summerfelt and Family

By AK Court No. 1, Order of Amaranth

*Instructors **Polly Smith** and **Ginger Halterman** teach a workplace lesson on asking and forming questions.*

***Ana Maria Vargas, Carlos Escalera** and **Pastora Caparas**, work diligently on lessons at Alaska Cleaners, an ALP workplace partner.*

*Workplace Instructor **Karen Sanders**, leads her class in Skill Book 3.*

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Workplace Classes at Alaska Cleaners, a literacy partner with Anchorage Literacy Project

RIGHT: *Teodoro, Thelma, Cecilia and Agripina attend a Skill Book 2 class taught by Polly Smith and Ginger Halterman.*
LEFT: *Ramon, Lucy and Remi are enthusiastic about their studies in English, taught by Bumpy Poole*

PARTNERS IN LITERACY

Avalon Sullivan
Karen Halderson
Joyce and Richard Klabunde

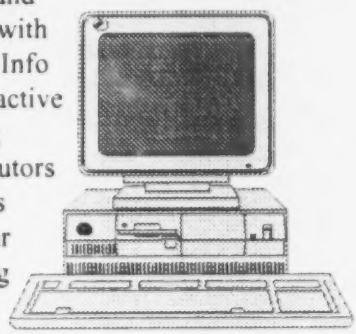
Anchorage Women's Club
(White Elephant Sale on ALP's behalf)

A special thank you to
the anonymous donor who funded
an additional computer for the PALS Lab.

Thank You!

FIVE INDIVIDUALS COMPLETE 12-HOUR PALS TRAINING

Joyce Klabunde, Alice Knapp, Pat Poole, Marilyn Stock and Siv Weaver completed PALS training September 20, 1993. PALS (The Principle of the Alphabet Literacy System) is the IBM computer system used to teach writing and reading skills with the help of an Info Window interactive video learning system. The tutors and instructors completed four 3-hour training sessions in addition to assisting in PALS adult literacy computer classes.Roselynn Cacy, Anchorage Workplace Literacy Project Director, and Coreen Nasenbeny, Jobs Instructor, conducted the training. Tutors and instructors interested in assisting in the PALS lab should contact ALP for information on the training sessions. The next training will start the first Friday in December.



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ARCO Grant Provides Training

By Donna Chaikoff

EACH YEAR ARCO FOUNDATION provides a generous funding grant to help support literacy services through ALP programs. This year the $8000 grant will be allocated to help support the cost of conducting seven Tutor Training Workshops scheduled for Fiscal Year 1995. These workshops have the potential to train more than 200 new volunteer tutors who will help adults in our community learn to read, write, and speak English. We deeply appreciate ARCO's generous and consistent support and concern for ALP's literacy programs and students.

ALP Workplace Program Presented at LLA Conference

By Roselynn Cacy

SKILLBOOKS GO TO WORK, LAUBACH in the Workplace, was presented at the LLA Conference in Little Rock, Arkansas, by Roselynn Cacy, Project Director of the Anchorage Workplace Literacy; Polly Smith, Curriculum Developer; and Nancy Chamberlain, Executive Housekeeper of the Sheraton Anchorage Hotel.

Skillbooks Go to Work showed volunteer literacy projects how to develop a workplace literacy program in their community, utilizing Laubach trained tutors and working with local business partners.

JTPA Students Attend Summer Classes

By Liz Leng

FIFTY TWO ANCHORAGE TEENAGERS HAVE ATTENDED ACADEMIC ENRICHment classes at ALP which began June 20. The program is a part of JTPA, Job Training Partnership of America, which is a Federal work/study program for teens. The participants attend classes one day a week and work at various agencies the other four days. They put in full eight-hour days and receive minimum wage. For many of the students, this is their first full-time job experience.

After a little settling in by both groups, the Writing, Mathematics, Reading and Computer Lab classes are going well. The staff uses a curriculum related to the students' job experience, academic needs and interests, and the requirements of the employer. Work readiness training, including attitude, attendance, punctuality, and completion of assigned tasks is a very important component of this program.

The students involved are from 14 to 19 years old. Most of the participants are involved in the "Kids Helping Kids" program in the Mountain View community. The teens also work at Elmendorf Air Force Base, the Municipality of Anchorage, the Anchorage Fire Department, and DMV and non-profit agencies.

August 19 will be a sad day for the staff of ALP when this Summer Academic Enrichment Program ends.

JTPA students Mike Lielasus, Shalah Reaves and Jermaine Summerville talk, over lunch break at ALP.

Calendar of Events

Calendar of Events

Dec	1	Thursday	PALS In-Service ..... 6:30 - 8:00 P.M.
	7	Wednesday	Student Support Group ..... 7:00 - 9:00 P.M.
	15	Thursday	Christmas Potluck ..... Noon - 1:30 P.M.
	23	Friday	ALP Offices ..... **Closed at Noon**
	26	Monday	Christmas Holiday ..... **ALP Closed**
Jan	2	Monday	New Years Holiday ..... **ALP Closed**
	4	Wednesday	Student Support Group ..... 7:00 - 9:00 P.M.
	10	Tuesday	ESL Workshop begins ..... 6:00 - 9:00 P.M.
Feb	1	Wednesday	Student Support Group ..... 7:00 - 9:00 P.M.
	2	Thursday	Basic Workshop begins .... 6:00 - 9:30 P.M.

National Workplace Conference Focuses on Needs and Solutions

By Liz Leng

ANCHORAGE WORKPLACE LITERACY WAS represented by Workplace Instructor / Coordinator Elizabeth A. Leng at the November AAACE National Conference in Nashville, Tennessee.

A pre-conference Literacy and Work Round Table was sponsored by the National Center on Adult Literacy and chaired by Joyce Harvey-Morgan, Associate Director. Bob Boruff, Vice President of Manufacturing Operations of Saturn Corporation, commented on *Today's Workplace Needs and Possible Solutions*. Larry Mikulecky, NCAL Research Project Director and Donna Lane, Director of Oregon Adult Education led the assessment of workplace programs session. Alice Morton, Oregon Workplace Education Coordinator and Lauren Vannett, Director of the English Fluency Program, gave presentations and led discussions on assessment, instruction and professional development needed for the workplace.

Much attention was given to adapting the SCANS Competencies to the workplace. A new tool for this purpose, *Work Keys*, has been developed by the American College Testing program. This is a national system for teaching and assessing key workplace skills. These basic workplace skills are reading, mathematics, listening, writing, teamwork, applied technology, information location and observation.

Thank You Partners in Literacy

Arco
Karen Halderson
Nick Hipsak
Jackie and Terry Johnson
Linda Layne
Natacha Medina
Nordstrom
Robert Risch
Hsiu Hsia Smith
Soroptimist International of Cook Inlet
Zonta Club of Anchorage

APPENDIX F

Evaluation

ANCHORAGE WORKPLACE LITERACY PROJECT EVALUATION

Report of Initial Evaluation

March 1994

INTRODUCTION

A random sample of Anchorage Workplace Literacy Project students were surveyed in December, January, and February of 1994 to determine their need for a Workplace Literacy Project, to establish a baseline for future evaluation, and to see if students believed their present literacy training to be beneficial. The evaluator encouraged students to freely express themselves and sought out participant suggestions for further improving their literacy experience. The following is an overview of that process and a summary of the Phase I findings.

Background

Prior to administering the initial student survey, the third party evaluator discussed the evaluation method with the Workplace Literacy Project Director and the workplace instructors from the businesses where learners are employed. These leaders requested that the participant survey/evaluation:

1. Be conducted so as to put the learner at ease.
2. Discover what the students want to learn.
3. Find out what kind of effort students are willing to put forth.
4. Assess student learning as it relates to the workplace.
5. Meet both student needs and employer expectations.
6. Provide instructors with clear feedback.

Timeline

The evaluation design and time line for the evaluation process is as follows:

Dec., Jan., & Feb., 1993 - 1994	Student Surveys
March 31, 1994	First Report
May & June 1994	Second Student Surveys
May & June 1994	Coordinators/Supervisors Evaluations
July 15, 1994	Second Report
August & September 1994	Final Student Surveys
October 15, 1994	Final Report

METHOD

Learner Surveys

The survey was designed to show the learner's ability to answer simple questions directly related to their workplace responsibilities and their participation in literacy classes. They were asked:

1. Personal information such as name, job title, length of time on the job and who supervised their work;
2. About their need for written communication at work;
3. About the necessity of being able to read or do workplace math on the job;
4. About their comfort level communicating with co-workers and/or the public;
5. How and why their literacy classes helped them; and
6. What, if any, changes would they like to see implemented to the present system.

The evaluator worked to ensure that the survey design would not be so complicated that participants would be unable to provide the data being sought. She also noted a general limitation to surveys of this type- the learner's eagerness to give the "right" answer, or fear of giving the "wrong" answer. Questions were *paired*, or repeated in another form, throughout the survey to insure that learners were not guessing at the answers, or making statements they believed to be correct, but did in fact understand the evaluator. With the pairing process, the learner had to think through the question being asked from different perspectives. (See attached Student Survey sample.)

Random Sample

The Workplace Literacy Project Director and the third party evaluator selected a random sample of participants in the program by taking every fourth name from the alphabetical list of enrollees that were asked specifically to take the survey. The remaining participants surveyed were chosen by interviewing all those attending a class which was randomly selected by date. The number of participants in the survey at the outset was 32 of the 171 enrolled by AWL in Workplace Literacy classes. Percentages of worksite interviewees are broken down this way:

32/171	**19%**	**Total Enrolled as of 2/28/94**
4/22	18%	Q-1 Corporation/on-site
4/25	16%	Sheraton Hotel/on-site
3/10	30%	Captain Cook Hotel/on-site
1/8	13%	Carrs Quality Centers/on-site
1/3	33%	National Bank of Alaska/AWL Brannix
4/14	29%	Anchorage School District/AWL Brannix
6/24	25%	Barratt Inn/on-site
7/57	12%	Alaska Cleaners/on-site and PAL Lab
2/8	25%	Daily News/AWL Brannix

Participant Summary

The Participant Summary portion of the survey is the summation of the subjective determination by the third party evaluator that the enrolled participant did in fact need the program and was benefiting by regular participation. (See attached Summary sample.)

Supervisors'/Worksite Coordinators' Survey

A part of the evaluation plan is a survey of the learners' supervisors or workplace literacy coordinators to find out how they perceive changes in the learner's work performance due to class participation. This portion of the evaluation process is strategically placed in the middle of the evaluation timeline so there has been time for evidence that learning is, or is not, taking place and improving job performance. It also enables worksite leaders to offer suggestions for possibly additions to the workplace curriculum. The Supervisor Questionnaire mirrors the questions asked of the learners. (See attached Coordinators' Survey sample.) **The Literacy Class Instructors are being asked to examine the proposed questionnaire to determine if it encompasses all the questions they wish to have asked of worksite coordinators and/or supervisors.**

Pre & Post Test

Pre and Post Test scores of individual participants will be analyzed during the final report. This will provide a competent means to quantify data for the evaluation and the interview summation will provide a qualifier of additional data collected.

Reporting Process

This evaluation report, and the two to follow, is prepared to share with instructors the current evaluation findings and allow them, and the AWL staff, to have input into the evaluation process. **Feedback from instructors following this report is welcomed by the third party evaluator.**

FINDINGS

Workplace Curriculum

The curriculum provided for teacher instruction is specific to the worksite whenever requested by the employer. This may include learning to read particular information unique to the work place, or a skill book geared specifically for a particular worksite.

When specific topics are not requested by worksite coordinators, the materials used for workplace instruction are chosen specifically for the adult learner, e.g. *Skill Books Go To Work* series. These materials are carefully and thoughtfully prepared for the working adult learner. They provide systematic instruction of basic skills education for the literacy student. Teachers observed by the evaluator were prepared and knowledgeable in the use of these resources.

Assessment/Intake Process

Participants seem eager to learn for personal and professional growth. All indicators show that the process of entry assessment, used within the AWLP by intake instructors, is in fact appropriate; the individuals who need and want to use the program are in fact those receiving that help.

In Class Time

Though a few wanted more sessions per week than they were receiving, most students believed they were getting just the right amount of classroom instruction. The general consensus is that more would be too much time away from work and/or family.

SUMMARY

Significant Changes in Learner Self-Esteem

It is evident that the Project is achieving its goals of Workplace Literacy Development based on the perception of learners that they are able to function better on the job as well as personally. While most learners, who have been enrolled now for some time in literacy classes, could not describe how much growth had been achieved, all but one expressed greater confidence in their ability to read, write, and/or communicate. (Due to poor past experiences in ESL classes, the one learner did not believe she would ever learn to read and write English.) Mathematical improvements were also noted by those trying to improve those skills. Many learner's have experienced a greater sense of social confidence and improved ability to converse on the job. Improved communication *is* improved self-esteem.

Enrollees

Based on the Survey Summary sheets (sample copy attached), it is the opinion of the evaluator that it all the Workplace Literacy Class enrollees surveyed are appropriately receiving workplace literacy instruction. Though the level of basic communication between evaluator and interviewee ranged from very difficult communication to pleasant, but limited conversation, it was clear that worksite classes are essential for those enrolled. Some students need a great deal of further assistance before they are able to read and write all the information they need to give and receive on the job, but others are advancing in their worksite positions. This is the reward of the hardworking instructor and student.

Final Summary

Praise from learners for the program, the opportunity provided by employers, and the support and individual help from instructors was unanimous. The sense of well-being expressed by participants during interviews was easily perceived. Even though students may have felt the *need* to be happy with the project, learners clearly felt better about themselves as persons capable of doing the jobs they held and as persons more able to communicate with people around them. The link between increased self-confidence and increased self-esteem is self-evident. The program was balanced in its effectiveness as a workplace basics skills project and as a place for individual participants to bloom and grow.

Comments From Individual Participants

Comments made during the survey by project participants are noted by the evaluator:

"I speak better."
"I like the typing and the computer work."
"I get a LOT of help."
"Not enough time on the computer."
"The writing helps me the most."
"I need more math." (stated only twice)
"I'm learning correct spelling."
"It helps to read books."
"Two times per week is good."
"The instructors are great."
"My teacher cares."
"The teacher explains slowly when I don't understand."
"I can read my work schedule now."
"I like classes."
"I understand reading. I not talk well."
"Glad I can learn."
"Talking is hard."
"My vocabulary is bigger."
"I like grammar."
"I don't understand people when talk to me."
"I need more grammar, not reading."
"I want LOTS more."
"Can I come more often."
"Classes are PERFECT."
"Not educated, this helps."
"I tested bad. I felt stupid and classes make me feel better."
"I like to practice talking English."
"It helps to talk in a class."
"Classes are always different. That is good."
"I like the way the teacher teaches."
"I want to advance."

ANCHORAGE WORKPLACE LITERACY PROGRAM PARTICIPANT SURVEY

Personal/Work Information:

1. What is your name?_____ Y N R
2. What is your job title?_____ Y N R
3. How long have you worked here?_____ Y N R
4. Who is your supervisor?_____ Y N R

Work Assignment Information:

5. What are your job duties?_____ Y N R

_____

_____

6. Do you know how to do your job correctly?_____ Y N R
7. What do you like about your job?_____ Y N R

Reading Information:

8. What do you need to be able to read to do your job? (Please, read this for me.) Y N R

_____

_____

9. Can you read them by yourself?_____ Y N R
10. Do you ever need help with reading on the job?_____ Y N R

Math Information:

11. Do you need to do any math for your job?_____ Y N R
12. Can you do the math by yourself?_____ Y N R
13. Does anyone ever help you do the math?_____ Y N R

Written Communication Information:

14. What things do you have to write down at work?_____ Y N R
15. Can you write them by yourself?_____ Y N R
16. Does anyone at work ever help you write things down?_____ Y N R

Verbal Communication Information:

17. Who tells you what you need to do each day?_____ Y N R
18. Do you always understand her/his directions?_____ Y N R
19. Do you ask questions when you don't understand?_____ Y N R
20. Do you understand the people at your job that need to talk with you?_____ Y N R

AWL Information:

21. How do your classes help you do your job better?_____ Y N R
22. What do you like best about your classes?_____ Y N R
23. What would make the classes even more helpful?_____ Y N R

_____

[LITERACY PARTICIPANT KNOWS HOW TO ANSWER: YES (Y) NO (N) REPHRASED QUESTION (R)]

ANCHORAGE WORKPLACE LITERACY PROGRAM
PARTICIPANT SUMMARY

Personal/Work Information:

1. Name: _____	Y	N	P
2. Title: _____	Y	N	P
3. Supervisor: _____	Y	N	P

Work Assignment Information:

4. Appear able to understand their job duties:	Y	N	P

Reading Information:

5. Appear able to read appropriate materials for the worksite:	Y	N	P

Math Information:

6. Appear able to do appropriate math on the job:	Y	N	P

Written Communication Information:

7. Appear able to do appropriate written tasks required by the job:	Y	N	P

Verbal Communication Information:

8. Appear able to communicate verbally with staff/guests/customers on the job:	Y	N	P

Needs Assessment:

9. Appear to be benefiting from ALP tutors:	Y	N	P
10. Appear to need continued assistance from ALP tutors:	Y	N	P

Additional Notes:

[LITERACY PARTICIPANT STATUS: YES (Y) NO (N) PARTIALLY (P)]

ANCHORAGE WORKPLACE LITERACY PROGRAM
SUPERVISORS' QUESTIONNAIRE

Work Information:

1. What is your name?_____
2. What is your title?_____
3. What literacy participants do you supervise?_____

_____

_____

Reading Information

4. What printed materials do literacy participants need to be able to read to do their job?

_____

_____

5. Can they read it by themselves or do they need assistance?_____

_____

_____

Math Information:

6. Do they need to do any math for their job?_____
7. Can they do the math by themselves or do they need assistance?

_____

_____

Written Communication Information:

8. What kind of writing skill do the learners need on the job?_____
9. Can they write things by themselves or do they need assistance?_____

Verbal Communication Information:

10. Do they always understand the assignments/directions their supervisors give them?

_____

11. Do they ask questions when they don't understand?_____
12. Do they understand customers/guests when they are asked questions?_____

_____

AWL Information:

13. Do you believe that the literacy classes are helping the participants do their jobs better?

_____

20. Is there some additional way that the classes could further help learners?

_____

_____

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ANCHORAGE WORKPLACE LITERACY PROJECT EVALUATION

Summary of the Phase II Evaluation Process
Fall 1994

INTRODUCTION

Background

A second set of program evaluation interviews was scheduled for those Anchorage Workplace Literacy Project students who had first been surveyed in the winter of 1993-94 to determine their continued need for a Workplace Literacy Project and the personal program benefits they were receiving. Observations were noted regarding their improved conversational English and their ability to more fully succeed in the workplace.

Once again students were encouraged to freely express themselves concerning their instruction and progress. Participant suggestions for further improving their workplace literacy experience were requested and noted. Keeping learners at ease and identifying their expectations, workplace/personal progress, and concerns remained the focal point for the second evaluation process.

Timeline

Phase II evaluations took place during early summer and early fall. Business partner contacts were also surveyed during this time for feedback on how ALP's Workplace Literacy program was beneficial to their organization and to the individuals participating in their specific workplace literacy projects. (Due to the time extension on the Workplace Literacy grant, this report will be followed by the final report in December.)

METHOD

Learner Surveys

The design of the survey provides an opportunity for the learners to demonstrate their ability to answer simple questions which relate directly to their workplace responsibilities and participation in literacy classes. They were asked about their:

1. Continued successes in class and daily work routine.
2. Ability to better communicate with customers/guest, co-workers, and supervisors.
3. Aspirations for continued instruction in areas of math and written and verbal language.
4. Personal perceptions of their own growth in literacy and improved self-confidence.
5. Benefits received through workplace literacy projects.
6. Desires to see any changes implemented in the present program.

Comfortable conversation was the mechanism used to give and receive the above feedback. Participants talked about their progress from a personal perspective and related their new found knowledge to their effectiveness in the workplace.

Survey of Business Partner Contacts

Of the nine business partners involved in Workplace Literacy seven contacts were made during this reporting period. (The additional partner contacts are scheduled for the final report.) Partners were invited to:

1. Express their overall impressions of the program.
2. Discuss the need for language and math skills needed by participants for success in the workplace.
3. State their desires for the literacy projects to continue.
4. Suggest changes in program format.
5. Make requests of ALP for further assistance in their literacy classes.

Phase II

All of the students interviewed during Phase I of the evaluation were not available for the Phase II interviews. Some of the programs did not operate during heavy "tourist" months, some of the students moved out of the Anchorage area, one student graduated from the program, and others were temporarily out of the community for seasonal employment. Out of the number of those interviewed during Phase I were:

4 of 4	Q-1 Corporation/on-site
4 of 4	Sheraton Hotel/on-site
0 of 3	Captain Cook Hotel/on-site
1 of 1	Carrs Quality Centers/on-site
1 of 1	National Bank of Alaska/AWL Brannix
1 of 4	Anchorage School District/AWL Brannix
0 of 24	Barratt Inn/on-site
4 of 7	Alaska Cleaners/on-site and PAL Lab
0 of 2	Daily News/AWL Brannix
15/32	**Total**

FINDINGS

Benefits

All business partners believe that they are reaping great benefits from on-site literacy projects. Learners are able to communicate with both internal and external customers. Customers/guests are able to receive the service they desire and communication between staff is done with more accuracy and ease. **There were NO negative repercussions seen by these partners, only successes!**

Due to their increased language skills, some students have advanced to positions of supervision and/or more responsibility. Students speak with confidence of their new found levels of comfort in communication. Though there is still work to be done, they know that the more knowledge they have the more effective they will be. This is a benefit to both employees and employers.

Workplace Curriculum

Employers confirmed students' observations that the curriculum provided for workplace literacy instruction is specific to the worksites. This includes materials unique to their worksite and/or a skills book geared specifically for a particular work place. Employers were confident that participants were learning verbal and written English skills that are relevant to the workplace. (Few expressed any need for math skills by their employees.)

Class Structure

Classes take place on site at the Anchorage Literacy Project, in the PAL lab, on worksites, and in private homes. The combination of all of these options provide learners with greater flexibility for their individual learning process. Employers, though happy to provide educational space in the workplace, believe this flexibility is an opportunity for their employees to grow further.

Students believe this flexibility mirrors how much care they receive from ALP tutors. Comments reflect the nurturing they receive from their instructors. There is a relaxed atmosphere/learning environment in each of the tutoring classes/sessions.

Significant Changes in Learner Self-Esteem

The most common observation made by business partners, was how much personal growth they saw in the learners in the area of increased self-confidence. In their minds, there is no doubt that learning is taking place. This is evidenced by the degree of positive interaction they witness between guests/customers and the learners. Students also are pleased with their own level of comfort talking to supervisors and customers/guests. The third party evaluator found increased ease in conversation with the majority of students. There was both a new level of comfort and clearer communication during the second phase of the evaluation.

Comments From Business Partner Contacts

Comments made during the survey by partner contacts are expressed by the evaluator:

"It is a *wonderful* program."
"We want the program to continue."
"This is a *great* resource."
"It is terrific that instructors come right here to the worksite to give instruction. People have so many responsibilities, are so busy, and do not always have the right connections to get to an off-site class. There are many more people involved in ESL training than would be if they could not receive instruction on-site."
"Employees have grown in their language skills as a result of these classes."
"Confidence is gained in leaps and bounds."
"Literacy students can communicate with our guests and that makes the guest and the employee more comfortable."
"I thought that when classes disbanded for the summer, that would be it. I was wrong! They are back at it."
"My office is next door. I hear them laughing and having a good time. I know they are in a comfortable atmosphere."
"There is marked improvement in customer/employee interaction. T..is is great!"
"The General Manager is *very* pleased with the success of the program."
"It is a successful, useful program. It needs to continue."
"It can't help but help the individuals."
"I have now become a tutor myself and so have others here."
"The overall benefits are great."
"It provides self-confidence to the employees."
"Their new verbal skills are the most important."
"The program design is good. It is flexible and meets individual needs."
"We plan to continue to offer classes as long as there is funding available."
"I appreciate how the classes are tailor made to student needs."
"We are fortunate to have such a good program."

Requests/Suggestions From Business Partner Contacts

Requests and suggestions made during the survey by partner contacts are noted by the evaluator:

"I want to better learn how to see this program used by more employees."
"I would like more design assistance so I can see more people use this resource."
"We need to learn how to recruit better. More employees could benefit from these classes."
"How can we honor the learners without embarrassing them?"
"I would like to see computers on-site for students. Maybe we could provide some."

Challenges Encountered By Business Partner Contacts

Challenges encountered by partners are recorded by the evaluator:

"It is not always easy to *hook* people up to the program."
"We wish the program had been re-funded so we could build on what we have started."
"I want to connect more employees with this program for their safety as well as personal growth."
"There is so much for them to learn as an employee. Manuals and procedures need to be understood."
"We let enrollment and recruitment fall through the cracks. We need to more actively pursue providing this service to our employees for their benefit and ours."

Final Summary

Praise from learners and business partners for the program and the support from instructors was unanimous. The sense of well-being expressed by participants during interviews was once again evident. The link between learning and increased self-esteem is apparent. The program was balanced in its effectiveness as a workplace basics skills project and as a place for individual participants to advance personally and professionally. ALP provides a needed and appreciated service to project participants.

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ANCHORAGE WORKPLACE LITERACY PROJECT EVALUATION

Summary of the Final Phase of the Evaluation Process
December 1995

INTRODUCTION

Background

A third set of program evaluation interviews were scheduled for Anchorage Workplace Literacy Project students who have remained in the program since the initial survey in the winter of 1993-94 to verify the success of the Workplace Literacy Project and the personal program benefits received by enrollees. Observations were noted regarding their improved conversational English and their ability to more fully succeed in the workplace.

Once again students were encouraged to freely express themselves concerning their instruction and progress. Participant suggestions for further improving their workplace literacy experience were requested and noted. Keeping learners at ease while identifying their expectations, workplace/personal progress, and their concerns remained the focal point of the final evaluation interviews as well as the previous ones.

Timeline

Final interviews took place in November and December 1994. A few additional business partners were contacted for final feedback and the results of those conversations are also discussed in this final evaluation report.

METHOD

Learner Surveys

Once again the survey design provided an opportunity for the learners to demonstrate their ability to answer simple questions which relate directly to their workplace responsibilities and participation in literacy classes. They were asked about their:

1. Continued successes in class and daily work routine.
2. Ability to better communicate with customers/guest, co-workers, and supervisors.
3. Aspirations for continued instruction in areas of written and verbal language and math skills.
4. Personal perceptions of their own growth in literacy and improved self-confidence.
5. Benefits received through workplace literacy projects.
6. Desires to see any changes implemented in the present program.

Comfortable conversation was the mechanism used to give and receive feedback from students. Participants talked about their progress from a personal perspective and related their new found knowledge to their effectiveness in the workplace.

An ALP instructor provided pre and post test results based on ESLOA for some students. Graduation from the program as well as students moving from one instructional level to another were other indicators of progress in literacy.

Survey of Business Partner Contacts

Three business partners were scheduled for discussion during the third stage of this evaluation process. Partners were invited to:

1. Express their overall impressions of the program.
2. Discuss the need for language and math skills needed by participants for success in the workplace.
3. State their desires for the literacy project to continue.
4. Suggest changes in program format.
5. Make requests of ALP for further assistance in their literacy classes.

Phase III

All of the *sample* students interviewed during Phase I & II of the evaluation were not available for the Phase III interviews. Some of the students moved out of the Anchorage area, two students graduated from the program, others took other employment where Workplace Literacy did not continue, and one on-site program was no longer operational. Out of the number of those interviewed during Phase I approximately half were available for final interviews. The following were interviewed during Phase III:

2 of 4	Q-1 Corporation/on-site
3 of 4	Sheraton Hotel/on-site
1 of 3	Captain Cook Hotel/on-site
1 of 1	Carrs Quality Centers/on-site
0 of 1	National Bank of Alaska/AWL Brannix
2 of 4	Anchorage School District/AWL Brannix
0 of 6	Barratt Inn/on-site
5 of 7	Alaska Cleaners/on-site and PAL Lab
0 of 2	Daily News/AWL Brannix
14 of 32	Total

FINDINGS

Workplace Curriculum

Employers confirmed students' observations that the curriculum used in workplace literacy instruction is specific to the worksites whenever requested. This includes materials unique to their worksite and/or a skills book geared specifically for a particular work place. Employers and students are confident that learning relevant to the workplace took place. Only a couple employers were concerned with math skills for their employees and they believed their concerns were addressed by instructors. It was apparent that employers and student workplace concerns were being addressed.

Benefits

The business partners interviewed during Phase III, as well as those interviewed earlier, believe that they are reaping great benefits from on-site literacy projects. Learners are able to better communicate with both internal and external customers. Customers/guests are able to receive the service they require and communication with staff is now done with more accuracy and ease. Due to their increased language skills, some students have advanced to positions of supervision and/or more responsibility or moved on to other companies where they are experiencing personal and professional growth. Partners and students are more than pleased with the learning process.

Class Structure

ALP's caring staff structured classes to meet partner and student needs. Classes continue to take place on-site at the Anchorage Literacy Project, in the PAL lab, on worksites, and in private homes. These options provide learners with the opportunity for flexibility in their individual learning process.

Significant Changes In Learner Self-Esteem And Knowledge

Pre and post testing using ESLOA indicated significant gains in knowledge in over half the cases documented. The greatest gain is indicated by a pre score of "28" being raised to a post score of "50".

Additionally, all indicators point to significant gains in the ability of workplace literacy students to interact with guests, customers, supervisors, and co-workers which made work more enjoyable as well as more productive. As in the first two phases of the evaluation process, students and employers expressed marked changes in self-esteem as English skills improved.

Comments From Students

Students spoke positively about their learning experiences with ALP:

"The teacher is patient and explains things well."
"I want the classes to continue."
"The teacher is real good; that's why I come back."
"I don't want to give up because it helps me a lot."
"I feel good about myself."
"The class is PERFECT."
"I need to practice more at home."
"I like EVERYTHING."
"I don't want to change anything."
"I learned to take orders from customers and they understand me!"
"I speak better and people understand me now."
"I didn't like school as a child, but I like it now. I am learning."

Barriers For Students

Students expressed their personal or programmatic concerns/barriers:

"One hour is TOO short. I like learning."
"Daycare would help."
"Summer is too busy for classes."
"I'm old and it is difficult to remember what I learn."
"There isn't always a class every week in the summer."
"I would like to learn the computers better. Typing at the LAB is hard."
"I wish there were computers in the worksite classroom. The LAB is too far away."

Comments From Business Partner Contacts

Some comments made during the survey by partner contacts included:

"The Workplace Literacy Project is very helpful to our workplace."
"Yes, we want to continue the program."
"Skills specific training was designed and delivered."
"Employees like to have their instruction in our workplace."
"They did a good job with the students."
"In four years 30 students have enrolled in classes in our stores. We continue to support the program."
"I'm VERY disappointed that the funding wasn't renewed."
"Students understand their world better."
"Students laugh appropriately at employee jokes now."
"We don't have to hold their hands as much; they are much more independent now."
"Conversation is more easily maintained between staff and guests."
"The program has EXCEEDED EXPECTATIONS in many ways."
"The classes force them to converse without an interpreter."
"The workplace is safer for students now because they can read the danger signs."
"They are beginning to interpret concepts, not just literal words."

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Requests/Suggestions From Business Partner Contacts

Requests and suggestions made during the survey by partner contacts are noted by the evaluator:

"The program should be marketed better."
"If ALP would post notices of classes, etc., I believe there would be more students attending."
"I want to know how to spread the word better."

Challenges Encountered By Business Partner Contacts

Challenges encountered by partners are recorded by the evaluator:

"We expected immediate and drastic results. That was an unrealistic expectation."
"We don't have the staff time to actively recruit for the program."
"We don't know how to get the word out to staff about the classes effectively."
"There should possibly be more time spent on the practical and less on grammar perfection."
"More emphasis should be placed on pronunciation."
"Teachers need to emphasize workplace communication rather than personal communication."
"We want to continue the program; we're just not sure to what degree with the decrease in funding."

Final Summary

Suggestions From The Evaluator

If the program receives new funding in the future, a more aggressive strategy for marketing the program should be considered. This is an effective program and, provided there is financial support, this Workplace Literacy Project should be shared with as many people in Anchorage as possible. The marketing plan should include both new workplace literacy sites and on-going recruitment within a project site. Maintaining regular contact and encouragement with workplace partners will aid in the growth of the on-site projects.

The evaluator saw only a sampling of students enrolled in ALP's Workplace Literacy Project. This evaluation process provided an opportunity for those individual students to express their feelings about the program. Aside from this process there did not appear to be a vehicle in place where students felt free to express instructional concerns other than through their personal instructor. Because the students are thankful for the time devoted to them by instructors, it is believed by the evaluator that they are hesitant to make comments about their instruction that might appear to be derogatory or unappreciative. It is suggested that ALP staff look for, and implement, a vehicle that provides an opportunity for students to freely express their individual concerns.

Statement of Support

Improving the workplace through Workplace Literacy happens in Anchorage because of the work done by the Anchorage Literacy Project staff. Workplace partners continue to support the project. Students continue to benefit both professionally and personally. As stated in a prior report, this project is worthy of future funding by public and private sources and the hope is that new funding sources will continue the success of Workplace Literacy.

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February 28, 1995

Roselynn Casey
Anchorage Literacy Project
1345 Rudakof Circle
Anchorage, Alaska 99508

Dear Roselynn,

The final report of the Workplace Literacy Project evaluation is completed. A copy is attached along with the final invoice. You have all done a great job with this project. Our community is enriched because of your dedication and effort.

I enjoyed working with you and your staff as well as the students enrolled in this program. I look forward to working with you again on future projects.

Sincerely,

Ruth Schoenleben

Ruth Schoenleben
Evaluator

Enclosures